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Projektová práce s využitím multimedií v hodinách anglického jazyka jak nástroj k mezipředmětovému výukovému přístupu

Multimedia Supported Project Work in EFL Classes as and Instrument of Cross-Curricular Teaching Approach

En utilisant les multimédias le travail-projet dans les cours de langue anglaise fonctionne comme un outil du collaboration entre-matières

Diplomová práce: 08–FP–KAJ–133

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Úvod:

Diplomová práce zahrnuje akademický výzkum a praktické ověření teorie týkající se využití multimedií pro projektovou práci ve výuce anglického jazyka, která vede k uplatnění prvků mezipředmětového vyučování.

Cíl:

Cílem je dokázat, že schopnosti a dovednosti získané v rámci projektového vyučování, zejména pak při současném využití multimedií, mohou přispět k efektivnější a plynulejší aplikaci prvků mezipředmětového způsobu vyučování, které je důležitým nástrojem realizace Rámcového vzdělávacího programu.

Zpracování praktického projektu, analýza a interpretace výsledků v uvedené diplomové práci prokáži porozumění metodám analýzy teoretických východisek a jejich kritického zhodnocení a schopnost využití teoretických závěrů při volbě vhodných metod při výuce cizího jazyka. Posouzení efektivnosti teorie a zvolených metodických postupů v praxi dále ukáže schopnost využití evaluace jako nezbytné strategie hodnocení celého výzkumu.

Specifikou diplomové práce je vypracování zásadních metodických pokynů pro projektovou práci na základě výsledků výzkumu založeného na přípravě, implementaci a následné analýze konkrétního projektu s využitím multimédií a zařazením prvků mezipředmětové výuky.

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Poděkování

Na tomto místě bych ráda poděkovala vedoucímu diplomové práce panu Mgr. Zénóvi Vernyikovi nejen za jeho odborné vedení a za cenné rady při psaní této práce, ale také za trpělivost a shovívavost.

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V neposlední řadě také děkuji své rodině bez které bych se nejspíš takhle daleko nikdy nedostala.

Projektová práce s využitím multimedií v hodinách anglického jazyka jak nástroj k mezipředmětovému výukovému přístupu

ŠEVČÍKOVÁ Tereza **DP–2008** **Vedoucí DP:** Mgr. Zénó Vernyik

Resumé

Práce se zabývá přínosem využití počítačů v projektové práci v hodinách anglického jazyka k autonomii žáků s přesahem do mezipředmětového vyučování tak, jak je definováno v Rámcovém vzdělávacím programu formou mezipředmětových vztahů. V prvních dvou částech autorka analyzuje vztahy mezi typy žáků, projektovou prací a využitím počítačů v hodinách anglického jazyka a snaží se poukázat na provázanost a motivační faktory těchto výukových metod a pozitiva vyplývající ze souběžného učení se dalších dovedností a schopností (komunikace, spolupráce, apod.). Ve třetí části se autorka pokouší dokumentovat své teoretické poznatky a tvrzení několika projekty, jejichž cílem bylo demonstrovat postupný růst autonomie žáků při aplikování navazujících projektů s rostoucí náročností a komplexitou. Přílohy, vybrané ukázky výukových materiálů a tvorby žáků poté dokumentují jednotlivé projekty.

Multimedia Supported Project Work in EFL Classes as and Instrument of Cross-Curricular Teaching Approach

Summary

The work deals with contribution of computers in project work in EFL classes has to learner's autonomy overlapping to cross-curricular teaching/learning approach as defined in Framework Education Programme. In the first two parts the author analyses relationships between types of learners, project work and using computers in EFL classes and tries to point out the cohesion and motivational factors of those approaches. She also stresses out the positives of alongside learning of other skills (communication, cooperation, etc.). In the third parts the author tries to support and document her theoretical findings by some projects. The aim of the projects was to demonstrate progressive growth of learners' autonomy during following projects with growing demands and complexity. Appendices, chosen samples of teaching materials and students' work then document individual projects.

En utilisant les multimédias le travail-projet dans les cours de langue anglaise fonctionne comme un outil du collaboration entre-matières

Résumé

Le mémoire s´occupe des contribution d´utilisation des ordinateurs dans le travail-projet de langue anglaise vers l´autonomie des élèves avec dépassement jusqu´à la collaboration entre-matières définie dans le Programme cadre d´éducation.

Dans les deux premières parties l´auteur analyse les raports entre les types d´élèves, le travail-projet et l´utilisation des ordinateurs dans les cours de langue anglaise et en même temps elle essaie de prouver l´interpénétration et les facteurs de la motivation de ces méthodes d´enseignement et les positives qui s´induissent de l´apprentissage parallèle des autres compétences et savoir-faire (la communication, la collaboration, etc.).

En troisième partie l´auteur tâche de documenter ses affirmations et connaîssances théoriques par plusieurs projets dont le but était de montrer l´augmentation progressive de l´autonomie des élèves pendant l´application des projets succesifs avec une complexité et difficulté croissante. L´annexe, les matériaux d´enseignement choisis et la création des élèves documentent ainsi les projets particuliers.

CONTENT

1. INTRODUCTION

Currently the Czech education system is going through a major reform in its history. This reform could be simply defined as: from "education about life" to "education for life"; from the centrally-issued curriculum to the Framework Education Programme (FEP) that only states the outputs of each stage of the education system. These outputs are defined by Key competencies (Key competencies for the basic education as stated in the FEP – see app. 1) and the ways to achieve them. The competencies are defined in each-school-issued School Education Programme (SEP). By this approach the Czech education system is becoming more decentralized and therefore more flexible in terms of, for example, reflecting individual regional needs (Jeřábek et al. 2007).

Another term closely related to the key competencies is the Cross-curricular Subjects that are meant as the main means of achieving the key competencies. The cross-curricular subjects are described by Jeřábek as following:

> **Cross-curricular subjects** in the FEP BE are subjects related to contemporary present-day issues and represent an important and inseparable part of basic education. They represent an important formative element of basic education, offering pupils the opportunity for individual engagement and teamwork and promotes their personal development, primarily as concerns attitudes and values.

The main aim of this thesis is to show the interconnection between computers (their operation skills and motivational aspects) and project work – both used in EFL classes, the learner's autonomy and the cross-curricular teaching/learning approach, and by the means of a project try to prove the way the learner's autonomy benefits from computer-assisted project work and so this approach helps learners to be ready for the cross-curricular teaching/learning. In app. 2 readers can find definitions of the key terms as provided in expert literature.

In the Theory part the theoretical background is provided of the Framework Education Programme then the focus is shifted onto the ICT (Information and

Communication Technologies) and project work in EFL classes, on their advantages and disadvantages generally as well as on their particular aspects, positive or negative, while used in the language classroom with the overlap to the cross-curricular teaching/learning. In the third part of the Theory the aspect of learner is presented. As we talk about the learner's autonomy the kinds of learners and the learning preferences come to be discussed. In this part the main learner typologies are mentioned. Then we discuss the influence that each teaching/learning approach of speaking has on the learner.

The Methodology part deals with more practical ways of using computers and project work in EFL classes. Along with this it focuses on motivation, its achieving and keeping and its relation to learner's autonomy. The following part then explains the principles of leading the project work in the language classroom with all its parts and aspects that need to be considered.

Based on the theoretical and methodological part the hypothesis stands as follows: *"Computer-assisted project work, properly integrated into the EFL classes, can result in increasing learner's autonomy and thereby preparing the learner to a successful transfer to the cross-curricular learning/teaching approach as suggested by the Framework Education Programme for Basic Education."* To acknowledge or to disprove this hypothesis is the task of the final Project part.

The main part of the thesis project is the cross-curricular computer-assisted project which assembles the learner's autonomy outcomes of the project work and computer-assisted learning and the needs of the cross-curricular approach in order to prove that what is gained in the first two is necessary for the last. Naturally, this kind of project could not be done without any preparation and therefore some preliminary steps had to be taken before it led to the final one. Those steps were first of all getting the students to experience teamwork and cooperation and communication in a team during short task-based activities. Then followed an "ordinary" project, entitled "Our Hobby", in which the students experienced this learning/teaching approach for the first time and learnt what it is like. Another step preceded the final project and it was lesson focusing on computer

terminology so that the students would be ready to talk about using computers in English.

The final project was, as already mentioned, cross-curricular and computer-assisted. The topic “English Speaking Countries” combined English with Geography and ICT. The students approached the project very positively and as it was, in terms of the procedure, very similar to the first project, they could take advantage from their previous experience which gave them confidence and therefore they worked autonomously. With regards to that it is concluded that the project proved the hypothesis and the benefits from the computer-assisted project work in the EFL classes really help the learners in the cross-curricular learning/teaching.

2. THEORY

In this part the main focus is on the theoretical background and aspects of the key terms and the interconnection of them. Starting with the Framework Education Programme for Basic education I will then explain, based on the other sources, the roles of Information and Communication Technology/Multimedia and the Project work in the EFL classes on their advantages and disadvantages. The last part is devoted to the main learner-type typologies that are most commonly discussed in English teaching methodology and their influence on computer-assisted and project work teaching/learning and vice versa.

2.1 Framework Education Programme for Basic Education (FEP)

The Framework Education Programme (Rámcový vzdělávací program) is a state-issued document defining educational aims and areas at particular levels of education (primary/secondary etc.) based on and reflecting the ways and principles of the Czech curricular policy framed by **the National Education Development Programme for the Czech Republic** (The White Book[1]) and preserved in **the Education Act**[2]. Jeřábek et al. (2007) define the Framework Education Programme as following:

Framework education programmes:

- are based on a new education strategy, stressing key competencies, their interlinking with educational contents and the application of acquired knowledge and skills in practical life; this new strategy also encompasses the concept of life-long learning
- formulate the expected level of education that should have been attained by all students who have completed the educational stage in question

[1] **White Book** - The National Programme for the Development of Education in the Czech Republic was launched by Resolution No. 277 of the Czech Government on 7 April 1999. In this resolution, the government approved the Main Goals of Educational Policy, following its policy statement in July 1998. These aims became the starting point of "The Concept of Education and the Development of the Education System in the Czech Republic" published by the Ministry of Education, Youth and Sport on 13 May 1999 at http://www.rvp.cz/sekce/51

[22] ACT No. 561 of 24th September 2004 on Pre-school, Basic, Secondary, Tertiary Professional and Other Education (the Education Act) at www.msmt.cz/ documents-1.

- promote the educational autonomy of schools as well as teachers' professional responsibility for the outcome of the educational process (7).

Compared to the previous state-issued curriculum obligatory for all schools at a certain level, the Framework Education Program for Basic Education (FEP BE) only specifies the aims and areas of that particular level, while the ways, approaches, content, etc. are stated in the **School Education Programme – SEP** (Školní vzdělávací program – ŠVP) that each school itself develops and issues. This approach gives schools a wide range of tools to achieve the aims of the FEP BE.

The aims of the FEP BE are expressed by six **key competencies**. As Jeřábek et al. (2007) emphasize, "[k]ey competencies represent the system of knowledge, skills, abilities, attitudes and values that are important to the individual's personal development and to the individual's role in society" (12). These competencies are, of course, not assigned haphazardly. "The selection and concept of key competencies are based on values that are generally accepted by society and on generally shared ideas as to which competencies of the individual contribute to his or her education, welfare and success in life and to a strengthening of the functions of civil society." (Jeřábek, et al. 2007:12). Listed, the six competencies are: **learning, problem-solving, communication, social and personal, civil and working competencies** (see app. 1).

The FEP BE is currently going through its "infancy" as it first came into effect this school year (2007/2008) and we can expect many changes and innovations in this document because, as Jeřábek et al. (2007) explain, "the FEP BE is an open document, to be upgraded periodically taking into account the changing need of society as well as teachers' experience with SEP and pupils' changing needs and interests" (7).

2.2 ICT and Project work in EFL classes

2.2.1 Computers in EFL classes – advantages and disadvantages

Recently, as a reaction to the fast development of technology, the importance of computer literacy was especially emphasized within the Czech education system. Firstly, the teachers of all stages of education went through computer operating courses (ICT – Information and Communication Technology) in order to be able not only to use computers for their own needs but also to be able to use their knowledge for, or integrate it into their teaching. Another step, to ensure the reflection of technology development in education, was taken in introduction of FEP, where information and communication technology is widely mentioned within cross-curricular subjects and key competencies (see app. 1).

In English language teaching/learning, a new methodology called **CALL** (Computer Assisted Language Learning) was developed to incorporate computers into "ordinary" English lessons. Origin of this approach traces back to 1960s (Delcloque 2000) but, as it is technology and equipment dependent, its implementation in everyday teaching/learning is quite new. Incorporating language learning and computer operation skills offers a "simple" version of the cross-curricular approach – a tool for the FEP. Of course, as no approach has ever been faultless, we can find advantages and disadvantages of using computers in classrooms, English or otherwise.

One big advantage of using computers in EFL classes, as, I assume, would any teacher confirm, is the unquestionable motivational aspect. Students are usually very happy to use computers in other-subject learning as they (the computers) are still very often considered to be something exotic in learning/teaching. Also many children spend their free time working, or rather playing, on computers so they regard time spent with computers as free time. Due to this "easy way" to motivate, computer-assisted lessons are frequently taken as "easy money" by both teachers and students. Teachers unfortunately believe that the computer aspect in the lesson will keep students interested without regard to

the content and therefore there is no need for them (teachers) to prepare much. These popular beliefs are proved unfounded by Postholm's research, as he claims that:

> The study shows that the ICT tool offers a range of possibilities, but at the same time places great demands on the teacher. The teacher has to function as an adviser in the classroom by organizing and structuring the activity and 'scaffolding' the pupils in dialogues with them. ICT does not take over the teacher's role, but the study shows that this tool can mediate both talk between pupils and between pupils and teachers (2006:155).

This is, without good preparation, the biggest advantage of using computers in other-subject learning – their motivational aspect – can very easily become a disadvantage. Students have to be taught and made familiar with using computers as a learning tool which places, as previously suggested by Postholm "great demands on the teacher" (155).

However, properly trained use of computers in EFL classes can help teaching/learning in a variety of aspects. The above mentioned motivational aspect of computers as exotic tools can make, sometimes boring, ordinary classroom learning very attractive and more approachable for students as well as more easily deliverable for teachers. As Smith and Woody (2000) quote "studies suggest that advanced technologies, which often involve introducing or enhancing the visual aspects of class presentations, are indeed beneficial to students (e.g. Welsh & Null, 1991)" (220).

Another positive aspect of computer assisted teaching/learning is the Internet, or to be more precise, Internet as a source of information. In this case the teacher is not functioning as an introducer, presenter or explainer of information and thus can focus more on his or her student-centred role as a mentor, monitor, facilitator or counsellor. With these differing teacher roles on the one hand and a wide range of topics of information on the other, Internet-based lessons can very easily be used as a means of cross-curricular teaching when, along with language learning through the Internet, students also learn, develop or practice their computer operating skills.

Naturally, there are some limitations of using computers in the language classroom or rather computers have some limitations and therefore they cannot be used for all the usual activities in a language lesson. Out of the four skills computers can hardly be used for speaking that is to say spoken interaction because the voice recognition as a task of the artificial intelligence is not yet on the level where computers could take part in meaningful "human like" conversation. Computer can, of course, be used as a means of communication but not as its participant.

In addition as Ahmad et al. (1991) explain: "One barrier to the use of the computer in communicatively-based exercises is the fact that it is easier to program the computer as a binary machine; this often results in an uncompromising right/wrong approach" (103). That is, there clearly are certain types of error correction that are difficult, if not outright impossible to implement. This approach, however, can be of great use, for example, in testing if using closed-answer type questions.

Using computers in Cross-curricular teaching/learning

As mentioned above, in general, use of computers in teaching other subjects (e.g. EFL classes) is in itself a case of using the cross-curricular approach. When a purposefully cross-curricular class is designed, using computers has the same advantages, disadvantages and even principles as CALL does. An example of those can be found in Hardisty and Widneat (1990) who state six basic rules to follow when using computers. They suggest that software is more important than hardware and therefore there is no need to worry about the type of computer as long as it runs the program the teacher has and needs or wants to use in the lesson. Software knowledge is also important and worth the time to learn even if it takes more time than getting to know the textbook. However teachers can save their time by learning basic programs (provided they serve the purpose of the lesson) rather than some more complex ones. The teacher's role is also important as "computers aren't very good at teaching by themselves" (11) and co-operation with students might help the teacher to understand as they (students) can possibly know more about using the technology than teacher does. The last important

suggestion is to stay calm even if the situation in the classroom goes wrong, because there might quite easily be some very simple solution (10-11).

At the same time, the cross-curricular lesson is more demanding for the teacher than an ordinary one, with or without computers. Teachers need to know more, have to be familiar with connections and cross-curricular relations of different school subjects and have to bear in mind all of these while planning the lesson. Because of such high demands team teaching might be considered as a meaningful tool for those kinds of lessons. When thinking of using computers in cross-curricular lessons another skill is necessary: being able to use a computer. Unfortunately, though a considerable amount of money has been invested in teachers' computer literacy in Czech education, using computers (in a meaningful way) in their lessons still represents an insurmountable problem for many teachers.

However, cross-curricular learning and using computers mean similar problems and disadvantages for students. They also need to have a broader range of vision in terms of subjects and corresponding information and extra skills when computers are involved. For both of those fields students have to be properly trained first.

As mentioned above, much has been invested into computer literacy of teachers as well as students recently. Another project to mention was the "Internet do škol" (Internet to schools) project, when each school was provided with Internet access and support. In addition, a number of grants to supply schools with computers were running alongside this project. There were, unfortunately, some problems with this equipment (no full operation possible, missing components, not appropriate service) so many schools abandoned this project and found themselves different/better Internet providers and net administrators.

Regardless of this experience and in the light of the new Framework Education Programme, it is a matter of each school's reputation to provide computers and computer assisted education or at least the conditions for it. As the computer literacy is one of the emphasized topics in the FEP.

2.2.2 Project work in EFL classes

Another, recently fashionable teaching/learning approach is called Project work and just as any other approach it has its supporters and opponents. As the CALL, Project work does not have much of a background in Czech education, either. The Czech education up to this day remains more encyclopaedic than practical. Students memorise indigestible amounts of information instead of developing necessary skills and competencies and learning how to use sources and resources in order to obtain necessary information and knowledge. Changing this aspect of Czech education is one of intentions of the new Framework Education Program.

Even though the project work is mainly a language learning tool, among its many advantages belong other than language ones. For example the real-life aspect, the authenticity of the task (e.g. Gallacher 2004), thanks to which students are more motivated as they feel this relationship and on the other hand they learn skills (e.g. searching information) that are beneficial for their everyday-life. Another advantages of the project work as listed by Gallacher are autonomous learning and interpersonal relations in which other skills such as responsibility of one's own learning or cooperation are learnt and practiced. This way the outcome of the project work incorporates benefits for different areas of students' lives.

Project work in EFL classes – advantages and disadvantages

Project work is another teaching/learning approach with high motivational implication; as Fried-Booth (1996) suggests one of the advantages of project work is that "motivation lies in the project itself. The student is – at last – offered the opportunity of using the language skills already acquired, in a situation which is new, challenging, and real." (8) and therefore, as she also points out, the motivation of the project work, where learners take responsibility of their own learning, comes from within in contrast to motivation from without in ordinary teacher-led lessons (7).

Again there are other skills, as in the CALL lessons, that are practiced along the language during the project work such as teamwork/individual work,

information searching and processing, special equipment operation (if involved), and independent peer learning. And as well as in CALL lessons these skills have to be taught either before the project itself or carefully incorporated into it.

On the other hand, if thoughtfully prepared, presented and led, project work helps students learn independently or in teams, use different learning skills and techniques, be responsible and to cooperate. As Fried-Booth (1996) explains:

> It is this sense of personal involvement that gives the impetus to project work. For the students, the motivation comes from within not from without. The project is theirs. They themselves decide (in consultation with the teacher) what they will do and how they will do it, and this includes not only the content of the project, but also the language requirements (5).

So the teacher can again suppress his or her role of presenter and "know it all" and focus more on being a helper, facilitator and monitor. This method offers more individual, student-centred teaching.

Role of Project work in Cross-curricular teaching/learning

Project is a word frequently mentioned in the concept of the new Framework Education Programme. Thanks to the project's advantages it gives a great opportunity to each school to match the requirements of FEP, or rather its SEP. As stated above the FEP's main aim is teaching students the Key competencies and as one way to achieve them. Cross-curricular subjects are suggested as "mandatory part of basic education" (Jeřábek et al. 2007:91). Considering the limited number of school lessons, projects can prove a suitable tool to include different subjects and key competencies in one lesson or other time frames.

2.3 Learner

2.3.1 Kinds of learners, Learning styles and preferences and Autonomy

The typology of learners and learning styles is a very complex area that can be regarded from many different angles. However, learner's preferences, ways and means of approaching and absorbing the learning process are aspects that have a fundamental influence on the learning process and its success. Teachers have to be very careful when planning their lessons having to choose approaches and activities which match the types of students, their preferences and learning styles. As claimed by Smith and Woody's (2006) study, "the optimal teaching strategy depends on the type of students taught" (223). And quite naturally the optimal teaching strategy is the key to successful teaching/learning process. Guild (1997) adds that the "bottom line is that learning is a complex process and students learn in various ways. The teacher who acknowledges and actively responds to these truths will facilitate learning success for more learners" (31).

There are many different divisions of types of learners and their learning styles, strategies and preferences. Below I present three of the most commonly used ones.

The VATK Model – Visual, Auditory, Tactile, Kinaesthetic Learner

The VATK model is probably the mostly well-known division that can be found in many methodology texts or English teaching website[3] emphasizing the four sensory modalities. Learners in this model are divided according to the sense they prefer in acquiring information. This model speaks about the **Visual learner**, a person who most easily learns new information through images, charts, demonstrations and the body language of the presenter. The second kind is the **Auditory learner**, who best obtains new knowledge by hearing or better listening to the spoken word. Then there is the group of **Tactile learners**, people preferring demonstrations, projects or role plays in lessons. Finally the fourth kind is the

[3] e.g. http://www.teachingenglish.org.uk

Kinaesthetic learner whom doing things, touching or interacting help the most in his or her learning (Verster 2002).

Howard Gardner's Theory of Multiple Intelligences (MI)

While thinking about learners and their styles and preferences, intelligence and therefore MI theory is something that has to be considered. According to this theory one's personality can be reflected by a chart showing their intelligence preferences (stronger and weaker intelligences) in contradiction to another approach which understands the intelligence as one "item" measured by its quotient (IQ[4]).

> Yet no universally accepted definition of intelligence exists, and people continue to debate what, exactly, it is. Fundamental questions remain: Is intelligence one general ability or several independent systems of abilities? Is intelligence a property of the brain, a characteristic of behaviour, or a set of knowledge and skills?[5]

Gardner presented his theory of seven types of intelligence in 1983, later he added one more. Those eight intelligences are:

Linguistic	The word player
Logical/Mathematical	The questioner
Visual/Spatial	The visualiser
Musical	The music lover
Bodily/Kinaesthetic	The mover
Interpersonal	The socialiser
Intrapersonal	The loner
Naturalistic	The nature lover (added by Gardner at a later date)

(Boaden 2005)

These eight intelligences come along with at least eight learning styles. Though quite naturally people can have more than one stronger intelligence

[4] **Intelligence Quotient** (IQ) – An intelligence test score that is obtained by dividing mental age, which reflects the age-graded level of performance as derived from population norms, by chronological age and multiplying by 100: a score of 100 thus indicates a performance at exactly the norm level for that age group. (Webster's Encyclopedic Unabridged Dictionary)

[5] "Intelligence," Microsoft® Encarta® Online Encyclopaedia 2003 on http://www.iqtest.com/whatisaniqscore.html

preference and therefore there can be more than eight learning styles or better said there can be many different mixed learning styles based on different intelligences.

Felder-Silverman Learning Styles Model

A model that was originally developed for use by students and teachers of science and engineering though has been very quickly applied in a variety of other disciplines. This model compares the ways of absorbing and understanding information. According to this model there are eight types of learners and always two of them are in contrast. These types are **Active learners**, who prefer the action and **Reflective learners**, who rather think about problems and information first; **Sensing learners**, who prefer facts and **Intuitive learners**, who like looking for possibilities and relationships; **Visual learners**, whom pictures, charts and diagrams help in learning and **Verbal learners** that prefer words either written or spoken and **Sequential learners** with their linear process in absorbing information and problem solving and **Global learners**, whose strength is in seeing a global picture of thing, jumping from one piece of information to another and learning randomly (Felder and Soloman).

These three are of course not the only theories of learner types and learning styles. I have mentioned here those most frequently mentioned in relation to teaching, though there are still more that might be added. There are other theories based more on psychological types, such as the **Myers-Briggs Type Indicator (MBTI)** [6] – a personal questionnaire based on Jung's Psychological types or the **DISC assessment**[7] – behavioural model explores one's behaviour style based on their personality and the situations one finds themselves (dominance, influence, steadiness, and conscientiousness) and of course many other divisions and classifications.

Regarding all the possible theories with their division of learners and their learning styles or, more likely doing their best to regard at least a considerable number of different types and styles, teachers get a vast amount of aspects to include and think about while planning their lessons.

[6] http://www.myersbriggs.org/
[7] http://www.professionalchange.com/

2.3.2 The Learner and Computers

Depending on the way computers are used in one's learning (in class use, homework, distant learning, testing etc.) they have a variety of positive influences on the learner. Probably the most important or significant one is the real-life use of activities or operation skills, so that what the student is doing in the lesson is not only for the "lesson's sake" but also applicable in everyday life. Everybody searches or maybe only looks through the Internet for some information; everybody uses computers to process their work rather than to use a typewriter, or plays videos or music. While using computers for distant learning/teaching, learners can work at their own pace not limited by the class or co-workers. Or even while working in teams, no team (having their own resources, materials, tools) is limited by the rest of the class. And again, regarding time, as Ahmad, Corbett, Rogers and Sussex (1991) state, "the learning session can also be more concentrated than normal class sessions. The student has the exclusive attention of the computer. There is no 'low attention' period as the student waits for his or her turn to come round in class" (5–6).

2.3.3 The Learner and the Project work

One of Project work's learner-centred advantages is that it educates the "whole learner" as Phillips, Burwood and Dunford (1999) state about children and project work and that could be used for older students as well. That is:

> Within the framework of a project can be included the full range of skills that children are developing in their other classes and during their time out of school:
>
> - the **intellectual** skills of describing, drawing conclusions, using the imagination, hypothesizing, reading and planning
> - the **physical/motor** skills of colouring, painting, cutting, folding, gluing, and writing

- the **social** skills of sharing, co-operating, making decisions together, and appreciating how individual contributions can make a successful whole
- **learner independence** skills such as making responsible choices, deciding how to complete tasks, getting information, trying things out, and evaluating results.

This approach encourages **emotional** and **personal** development" (6)

2.3.4 The Learner and the Cross-curricular Teaching Approach

There are, just as with any teaching/learning approach, advantages and disadvantages of the cross-curricular teaching approach. The disadvantages may be mainly those related to teachers' knowledge, abilities and sometimes even qualifications; teachers do not usually master both (or all) subjects involved. To avoid possible problems team teaching can be applied, which, on the other hand, brings additional requirements such as more detailed and thorough cooperation of participating teachers.

Apart from the disadvantages however, the cross-curricular teaching/ learning approach brings many advantages. For example, as Švecová (2003) lists:

How can your learners benefit from cross-curricular activities?
Cross-curricular activities:

- give learners a sense of how English and cross-curricular subjects fit together. They see how the knowledge and skills they have learned can be applied to English.
- encourage learners to work with topics so that they begin to see English as a means of communication and learning, not just a set of rules and list of words.
- motivate learners to explore topics, either themselves of with their classmates, or with their teacher – in English.
- give learners the opportunity to revise and consolidate their ability to use structures and vocabulary they have already studies.
- can help increase learners' self-confidence by giving them a chance to talk about what they have already learned or know from experience.
- offer learners meaningful topics to talk about. A choice of interesting and relevant cross-curricular topics can help prevent the situation in which your learners understand, for example, how to use a structure, but they do not use it because they are short of ideas and do not know what to say. Cross-curricular topics make the content clear and specific.

- help learners to see the relationship between the school curriculum and their real-life experiences.
- help learners to think and solve problem, speak to each other in pairs or groups, and develop communication and presentation skills (vi)

Learners are in the centre of the whole teaching/learning process, there would be no need for the teacher or the teaching techniques and approaches without learners. Therefore the learners are the key element to be considered when planning from the whole learning program to the individual lessons. They have their needs, styles, preferences that need to be matched in their learning process. By providing this match, the teacher gives his or her students incentive, a stimulating learning environment and therefore ensures a successful learning process of which the learners can take control by making decisions, having their own pace, sharing their knowledge and taking responsibility not only for the results but also the process itself. Such self-confident and independent learners can be later introduced to more demanding and more complex tasks included in the cross-curricular teaching/learning approach.

3. METHODOLOGY

The methodology section deals with more practical ways and principles of teaching English by the means of multimedia (computers) and the project work and other aspects these two approaches come along with. Learners' motivation and autonomy is discusses with the focus on teenagers and specifics of their teaching. Based on several sources some ideas of achieving and maintaining the motivation in teenage classroom are suggested.

Second part is devoted to the project work approach, its stages and principles, all the important strong as well as week points and aspects that need an extra focus are discussed. I also comment on skills (apart from the language ones) that the projects incorporate that are beneficial for the learner: communicative, social and computer skills.

In all the parts, stress is placed on the teacher's role and approach. What the teacher has to bear in mind and consider while using computers and the Internet in EFL classes, motivating teenagers, including the project work into the lessons or teaching his or her students everyday-life skills incorporated in this approach.

3.1 Multimedia and Motivation in EFL classes

Multimedia is a term widely used in everyday life. As McGloughlin (2001) suggests, "[i]t is arguably the most widely used buzzword in computing history." (2). We hear about multimedia on TV, radio, we speak about it at school, at work, but what exactly do we understand by this term? On this matter McGloughlin writes:

> Multimedia is one of those terms that can mean many different things to different people. Because so many computer disciplines come together under the heading of multimedia, it is difficult to know exactly the definition begins and where it ends (2).

Although the "official" definition is that "Multimedia is the combination of sound, graphics, animation, video and text" (e.g. Dictionary of Multimedia: 176,

Collins Cobuild English Dictionary: 1086, Vaughan 2001:2, McGloughin 2001: 2) the term is not always used in this sense. Quite frequently, multimedia is understood to refer to anything computer-related without the need of any more media-related implication. For the needs of this thesis, we will henceforth, when speaking about multimedia, understand it as computers and use of the means of common computer applications (MS Windows, MS Office etc.) and the Internet with all the media implied (text, pictures, music/sounds etc.), even if some of these might not always be mentioned in the definition of multimedia.

3.1.1 Using Multimedia in EFL Classes

A question can be asked, speaking generally of multimedia in the language classroom – Why? Why should we use multimedia? As suggested above in the definition of multimedia, there are many aspects (text, art, graphics, music, film etc.) combined in multimedia, and so they can address many kinds of learners and suit their preferences (visual, auditory etc.). However, using multimedia in the EFL classroom needs well-considered planning, for there are many aspects that, if underestimated, can lead to problems or failure of the whole, however well-intentioned activity.

The main thing to consider is mastering hardware as well as software operation. There is no point using computers in a class if the teacher cannot operate them, as there are not many specific activities or types of activities that could not be done without computers. Furthermore, students may lose their motivation seeing their teacher struggling with the equipment not knowing what to do. Another aspect for the teacher to bear in mind is the instructions. There are usually differences between instructions of textbook-based and computer-assisted activities. If the use of some device is involved, instructions have to be more specific and more detailed than when the students are “only” asked to use pen, paper or textbook and do some activity. Especially if, after some time of language learning, students realise that patterns of activities repeat. If necessary, some operation instructions have to be included as well.

The teacher's role is another aspect of language teaching that is different from traditional approaches, especially during the activity. Depending on the type of activity, the teacher's role in the classroom can be suppressed to the level of monitoring or helping with operating the computer rather then language teaching. This role may be, up to a large extent adopted by the computer. However as Robertson and Acklam (2000) stress, we must not forget that "however you use computers in your class, they are not a substitute for teaching" (28-29). And, at the same time, "because it is a relatively new and rapidly changing technology the teacher needs to be familiar with the equipment and the possibilities"

Computer Assisted Language Learning – CALL

CALL is a new English teaching/learning approach, though is there really some special "CALL methodology"? Hardisty and Windeatt (1990) asked the very same question. They suggest that computers cannot teach by themselves and therefore the teacher cannot be omitted from the lesson and also that the effect of the use of computers depends on the way they are used both by the teacher and by the students. In that respect, they say computers "are no different from any other medium" (8) Based on that, they used (in their book) a similar methodology that would be used in non-CALL classes. And they provide a list of characteristics of methodology used for CALL lessons. The first of the given characteristics is **The use of a variety of interaction patterns in class,** answering the questions "What have the students been doing? What has the teacher been doing? What has the computer been doing?" (8) Second is **Information-transfer and information- and opinion-gap**, in other words reason to do that particular activity. **Fluency and accuracy practice** is the third aspect, in this content we speak about writing fluency and accuracy and the last characteristic are the stages – **Computer-work, pre-computer work and post-computer work** (8-10) this way is very similar to any other activity stages (e.g.: listening – pre/while/after listening stage). Based on this list, we can assume that there is no need for any extra methodological approach if using computers in the EFL classroom provided that the teacher know and understands general methodological rules and principles and is able to include them in the lesson.

As earlier mentioned, a wide range of activities can be used in a computer-assisted way. The difference between ordinary and computer-assisted versions of the same activity may very often be only in the instructions. So quite easily we can say that we lead/present/guide those activities in the same way with or without incorporated use of computers. To provide some examples, those activities may be: closed exercises, gap-filling exercises, grammatical manipulation, message production (memos, telegrams, notes, letters) … Apart from those "common" types of exercises there are (according to Hardisty and Windeatt (1990) two kinds of activities (they use the word "tasks") in which computers differ from other media. Those two kinds are: "tasks which are impossible in other media (such as automatically providing feedback on certain kinds of exercises); and tasks much more convenient than in other media (such as editing a piece of writing by deleting, moving and inserting text)" (8).

Thanks to those, students can be offered (again according to Hardisty and Windeatt) individual independent work, at their own pace, being marked by the computer, as well as different kinds of work that can be either assessed by the computer or the computer can suggest possibilities or possible assessment depending on students' decisions or component work/decision.

The Internet

The general principles of using the Internet in EFL classes are more or less the same as principles for using computers. No special methodology has been presented on this, only the teacher has to consider the fact that special tools are used and therefore adapt instructions, their roles, the classroom setting and classroom management to them. In addition, there again are some skills that the students have to be pre-taught: mainly those related to computer/Internet operation. Hardisty et al. (2000) set three stages of using computers in lessons, the division is the same as with any other activities: **Pre-computer work** – involves necessary pre-teaching (vocabulary, structures, operation …); **Computer work** – the stage when very often the teacher has to step aside; **Post-computer work** – including usually some follow-up activity that links or transfers output from Internet/computer-based lesson back to normal classes (10-11). If we nevertheless

want to put down some specific rules for using the Internet we can again refer to Hardisty et al. who created seven rules for Internet use in EFL classes and those are: be prepared, be patient, be organized, be exploratory, be critical, be co-operative, be realistic (13–14).

There is one specific aspect of using the Internet which needs our focus in particular **the Netiquette**, or Network etiquette[8] the rules or guidelines for behaviour on the Internet or in cyberspace in general. Students when using the Internet have to be aware that it is a means of communication so that there are many people involved worldwide and therefore given rules have to be obeyed in order not to cause any harm to anybody on the net, to themselves or the school. Breaking some of the Netiquette rules, for example unauthorised downloading of commercial software, films or music is illegal and students have to be taught about the consequences of this action before the teacher lets them use the Internet.

3.1.2 Motivation in EFL Classes

There are many factors that affect students' motivation but as Littlejohn (2001) suggests "[m]any things – perhaps most – are beyond our control as language teachers, and fall outside the confines of the few lessons that we have with them [students] in a week" (6). Considering that one may assume that the teacher cannot do much to help students' motivation, however, there still are many factors that the teacher can influence. Lavery (2001) provides a list of such factors: **The status of English** – its perceived usefulness in school and after school; **Past learning experience** – what the student brings from his or her previous learning, **Success and reward** – students are more inclined to make effort after successful completion of previous task, **The content of the lesson –** topics and students identifying with them, **Self-confidence, Length of time studying English** and the speed of learning depending on particular stage of language learning, **Lack of challenge** and **A sense of difficulty** (24).

[8] http://www.faqs.org/rfcs/rfc1855.html

There is a variety of motivational strategies methodological, as well as psychological. From their very first methodology lessons on, teacher trainees are reminded to choose activities in which everybody wins, or are open-ended where "everything" is correct so that every student can be successful and get the reward. Also to involve students in preparation of the teaching/learning process, e.g. to let them choose the content/topics influences students' responsibility and by that means increases their motivation. Being optimistic while correcting mistakes, always find something to appraise the particular student for again gives even weaker student the feeling of success.

Motivation, of both students as well as teacher, is a key factor of any teaching/learning and therefore has to be approached cautiously. It is very difficult to gain and keep motivation but it is very easy to loose it.

Achieving and Keeping Motivation

The same ways and principles as above correspond to achieving and keeping motivation. While teaching teenagers there are some aspects/approaches that naturally help enhance students' motivation, though they have to be disposed cautiously as the teenagers are very sensitive learners. As Anderson[9] suggests, "[t]eaching teenagers isn't easy because, well, being a teenager isn't easy" and Twitchell supports, "teens are going through both physical and social changes which may exacerbate any other difficulties they are having". **New/untraditional ways** can be very motivational if handled carefully because teenagers want to learn/do untraditional approaches but on the other hand they are very conservative and they like "to hide" among the group. So teenagers maybe untraditional but they usually need the peer agreement. Teenagers are discovering, their personalities, bodies, relationships to the others and therefore they do not like staying alone against or apart the rest. As for the **Autonomous learning** – there is quite high a need to prove oneself among teenagers, but again as long as the individual with regards, of course, the previously mentioned need for peer support. **Cooperation** – helps individuals to discover their interpersonal

[9] http://www.cambridge.org/elt/englishinmind/teacher_resources/teaching_teenagers.htm

relationship as well as to hide behind the opinion of the group, to share responsibility. However, grouping is not always possible with everybody from the class (usually not everybody talks to everybody or is accepted by everybody).

Teachers have to remember to treat teenagers very cautiously when intending to achieve and enhance their motivation and to find the best ways need good understanding of the group as well as the individuals. Bearing that in mind, may grant successful lessons for both the teacher and the teenage students.

Learner Autonomy

Motivation can be considered as a key presumption of learner autonomy. Demotivated learners would work neither in groups nor individually. Thanasoulas (2000) suggests three ways to promote learner autonomy. **Self-reports** is the first suggested way of helping students to better understand their own learning process and what and why they are doing to enhance their motivation and self-involvement, thus autonomy. Considering teenagers this can only work when they are not supposed to share their reports with anybody, maybe apart from the teacher. **Diaries and Evaluation Sheets** – may be another possibly effective way that helps students to reflect their learning as well as think about it, though the previously stated condition of not sharing information needs to be applied here too. Last way suggested by Thanasoulas is **Persuasive Communication as a Means of Altering Lerner Beliefs and Attitudes** – communication between the teacher and the students aiming at changing students' attitudes on different aspects of their learning or evaluation of some tasks, situations etc. The most important is that the communication has to be "persuasive".

Talking about persuading teenagers, it is easier to say than do. The teacher has, again, to be very cautious in their argumentation and maybe even more effective than discussion would be in this age-group case to bring some proofs that the teacher's word is true, to show students how it works other than simply some argument. It is a common truth that teenagers usually do not like adult's opinion especially when it is different from their own.

Achieving an autonomous teenage learner is not impossible though, when one puts the all above mentioned together: the teacher has to be quite cautious,

think through all the steps and most of all be fair with their students. Teenagers like new things and doing them themselves and autonomously but the way of presenting this idea has to be well thought off.

3.2 Project Work

There are more kinds of projects or project like activities ranging from the so called bridging activities to full-scale, long-term projects. Full-scale project, as defined by Fried-Booth (1996) needs to have all described stages, list and descriptions follow after the short introduction of the bridging activities.

Bridging activities are usually short semi-controlled communicative activities used to help students experience as natural use of language as possible. Those can be, for example, dialogues in which some situation is given though the language used is up to students. Or to make it easier for students at the beginning, the dialogue can be sketched and branched with all possible answers and responses and students only choose the one suitable for them. E.g. “Do you like pasta?” with possible answers for students to choose: “Yes, I love pasta.”, “Yes, I do.” or “No I don’t like/hate pasta.”

3.2.1 Stages of the Project Work

Preparation for the Project

This stage involves more the work of the teacher than that of students. Carrying a project in the classroom is not only about deciding to but also and even more about the teacher’s learning how to. Teacher needs to have methodological background information/education to be able to lead the class through the project, and he or she has to be prepared. Scrivener (2006) suggests “few basic things” to decide about before beginning the project:

- Will the project be a single class project, which smaller pairs and groups undertake some aspect of? Or will group work on separate and unconnected projects?
- Will the project be one large task that you set and then learners work on, or will it be structured into a series of cumulative steps and stages?

- How much of lesson time will this take up? Will it supplant normal class work entirely? Or will it only take a proportion of each lesson – or of some lessons?
- How long will it last? Is this a three-lesson project or one that will last all term? (365)

In some cases, the teacher may decide to set some boundaries for the project or its parts, or even more detailed definition e.g. its topic, means and ways of completion, steps in the process etc. by themselves. Otherwise this is usually left to the whole class.

Following three stages of a full-scale project, either long or short term suggested by Fried-Booth (1996):

Classroom Planning

If not decided by the teacher this stage is devoted to planning of the project. Usually the whole class, divided into the working teams, should be involved. This stage is based on student-teacher collaboration. It involves "Stimulus – Initial discussion of the idea – comment and suggestion." (Fried-Booth, 1996; 9), as well as on discussion of the content and different parts and aspects of the project (language, tools, ways of achieving the aims, project management etc.). Another thing that has to be clearly stated at the very beginning or better before the project is its objectives, in other words to give students the reason to go through the project, not only for language income, since that is (especially with teenage classes) not very often accepted as appropriate reason. Also all forms of project outputs have to be specified: forms of written materials, posters, pamphlets, videos, web pages or whatever the project includes.

After the planning stage, the project preparation "stage" should be included before carrying the project out. This stage is devoted to "getting ready for the project" and contains learning, or better getting familiar with language necessary for the project, skills (not only learning ones) that the project requires, if some special equipment or tools are involved then students should get familiar with their use and operating (computers) before running the project.

Scrivener (2006) emphasises that the initial planning and the starting-off phase are: “[t]he most demanding part of a project for a teacher” (365) and therefore it is necessary to pay them enough attention in order to ensure successful running of the project.

Carrying out the Project

After thorough planning and preparation, the project is started. This stage, according to Fried-Booth should include the following stages of developing a project: group activities, collating information, organisation of materials, final presentation. This scheme (at the beginning originally containing also stimulus, definition of the project objective and practice of language skills) can, of course, be adapted to suit the requirements of individual projects (10).

Based on the previous quotation we can assume that certain things, certain aspects should be included in any project. Those aspects are for example communication (language use), work with information (gathering, comparing, processing, passing, etc.), material development (different forms of project output) and social skills (different grouping, cooperation, teamwork).

Monitoring and Reviewing the Work

Last and in some aspect the most important part of the whole project process is the feedback part. Fried-Booth calls it Monitoring and reviewing the work. “This includes discussions and feedback sessions, both during and after the project. Advice and comment offered by the teacher, group analysis of the work, and self-monitoring of participants.” (Fried-Booth 1996; 6)

The review and feedback can be done in different forms such as oral discussion, feedback sheet, questionnaire, review essay, etc. As any other parts and aspects of the project these should respond to the level of the students as well as the group atmosphere. Of course the ways of review and feedback should be decide during the planning stage.

3.2.2 Skills and Strategies

The project teaching/learning approach includes the use, learning and/or training of a number of skills and strategies. For purposes of this thesis I have divided those into three main groups: study skills, social skills and computer (computer/operation) skills.

Study Skills

"Project work goes hand in hand with the development of study skills" as Phillips, Burwood et al. (1999) express. In their definition there are five main areas of study skills that Project work helps students to learn, five "how to" – how to organize their (students') files and notebooks, how to record new grammar and vocabulary, how to use dictionaries, how to use grammar reference books, how to find information in reference books (22-23).

Those five "how to" items would however have to be slightly changed and generalized in order to be applicable to older student groups. Harmer (1996) provides a list of learning strategies that students should be trained before the projects and are trained and learn during the projects.

Learning strategies

- **Training students to use textbooks.**
  Teachers can spend some time taking students through a new textbook, showing them how to make the best use of it
- **Training students to use communicative activities properly**
  This involves the issue of mother tongue use. Most of the activities in this chapter will be rather ineffective if the students use their own language.
- **Training students to read for gist**
  We must give students the ability to cope with texts outside the classroom and if we can help them to approach such texts confidently – and not to get hung up on every word they do not understand – then we will have done them a service.
- **Training students to deal with unfamiliar vocabulary**
  How should students cope with new words?
- **Training student to use dictionaries**

Social Skills

There is a variety of social skills learnt and/or trained during the project work. Students learn to communicate and discuss, cooperate, work in different types of grouping. Even the individual work may be needed in some stages of the project, other groupings (from pair work to whole class discussion) are, however, more common in the project work.

Very generally speaking what social skills students learn are more or less skills connected with teamwork (of course if we consider pairs as a small team – to have all possibilities included). The full-range listing of teamwork principles was presented by Boyd and Dalton (1993)[10]. Their list groups the principles under the headings such as: involving people, communication, sharing responsibility, developing teamwork skills, giving recognition and building reciprocity, each group is then further developed (for a full list see. app. 1).

Computer Skills

When involving computers in project work in EFL, or generally, in any other subject classes, ensuring that students are properly trained in their operation is essential. Otherwise the lesson may turn more into an ICT or computer operation lesson and learning the other (original) subject would be abandoned.

This fact demands very thorough planning and considering all possible problems and difficulties students may have. Of course, the teacher can rely on the knowledge students gained in ordinary ICT lessons but it is always better to make sure they really know that.

Depending on the kind of project and the computers' role in it, the teacher might need to teach the students or check the following: general operation skills – turning on/off the computer/programmes, basic settings of needed parts of the operating system etc., Internet operation skills – browser/search engine operation, searching and looking for specific pieces of information, particular programme operating, if some particular programme is needed for e.g. designing project outputs (posters, pamphlets, web pages etc.).

[10] http://vision.cg.catholic.edu.au/re/tno/strategies/cooperative_learning.htm

4. HYPOTHESIS

Computer-assisted project work, properly integrated into the EFL classes, can result in increasing learner's autonomy and thereby preparing the learner to a successful transfer to the cross-curricular learning/teaching approach as suggested by the Framework Education Programme for Basic Education.

5. PROJECT

Project work in general is still only occasionally used as a in the teaching/learning approach in the Czech educational system. The main reason might be that this approach is demanding both in preparation and time. Quite obviously there are many reasons why that is so. Some of them were already mentioned in previous parts, such as the readiness (skills and knowledge) of teachers. Dealing with any other reasons, however, is not the aim of this section. But I do have to mention that I experienced quite a few of them while doing my thesis project. But viewed from a different angle, many reasons "why not to" occurred due to unwillingness and inapproachability of the school I taught at, or simply because there were more important things to deal with, such as quarterly tests etc.

In relation to the ways, rules and comments stated in the theory and methodology parts of this thesis, I planned a project consisting of smaller sub-projects leading to a final cross-curricular computer-assisted project that was aimed to conclude all the skills and approaches practiced in the sub-projects.

To carry out the final cross-curricular project it was necessary to pre-teach students some skills and knowledge. As the students had no experience with such projects or teamwork at all, I had to introduce them to basic teamwork and "ordinary" (not computer-assisted) projects first. First we tried some simple task-based teamwork activities to see how they will cooperate and what the grouping tendencies might be like in the class. The second step was an "ordinary" project; however, even in this part computers were used, this time as a tool to complete the projects and this gave me quite useful pieces of information about students' computer operation skills as they were supposed to have some after almost two years of ICT classes.

After they gained some experience with planning, carrying out and presenting projects, as well as cooperating in teams, I prepared a computer-assisted lesson aiming at computer terminology and operation skills. For this

lesson I used materials designed by the British Council and available at the Learn English Kids website[11].

Before going through the "big" cross-curricular project with my students I wanted to be first sure that they have all the necessary basis – knowledge and skills for its successful accomplishment. Though, to be honest, I was never really sure.

In the following text I will present all stages of the whole process with comments on my decisions and students' performance. See appendices for sample teaching materials and examples of students' work.

[11] www.britishcouncil.org/kids.htm

5.1 Before the project

5.1.1 Deciding about the project

That I will need to go through "a project" with my students, in order to complete my thesis, I knew from the very beginning. However, deciding what it is going to be like, what subject, how I will get the students to know all the necessary information to actually go through it, how will I motivate them, those and many others were the aspects I had to consider beforehand.

At the beginning, I should say a few words about the school I taught at and about my role there. Being probably the biggest school in Liberec with more than six hundred students and being quite over-crowded, with a socially not a very strong neighbourhood, but also having specialized sport classes with selected students, the school was a widely varied mixture of students with different personalities, different habits and different backgrounds. At this school I worked as an ordinary part time teacher so my role there was different from teacher trainees going through their teaching practice. I was responsible for the whole English course into which I had to incorporate my thesis project and therefore think about its role within the course, about its relationship to the rest of the taught language as well as the other subjects included and, naturally, the assessment.

Deciding about the students

During my teaching practice I taught three classes. One was grade three, children between 8 and 9 years of age, beginning their first year of learning English, this class was therefore impossible to use for my project. The second class was the grade six, age 11–12, the sport class, having two years of experience in learning English. This class was very pleasant to teach as they were from used to cooperating in teams due to their sport activities. But as a sport class (with more lessons of physical education) they did not have any lessons of ICT, so they lacked a common background of computer operating skills and experience, and thus their experience differed very much. That is, it would take a long time to get

them even. The third class I taught was a seventh grade, “ordinary” (non-sport) class of age between 12 and 13. This class was well-known all around the school for their tolerance problems and having a higher concentration of “problematic” students (problems with them were mainly of behavioural nature). On the other hand, this class, from those I taught, had the longest ICT experience and thus I could expect some computer operation knowledge.

It took me some time to decide which class (from those two suitable in terms of age) I would do the project with. Finally, regardless of my colleagues’ advice and based on the students’ own will to do something extra in their English lessons, I chose the seventh grade, thinking that their ICT experience might be of help. Their experience with project work was, on the other hand, non-existent.

Also there was one other thing I thought about while choosing the class for my project and it was the structure of students in terms of their learning preferences. I did not use any test to assess my students’ learning preferences so I had to base my choice on the general picture I had based on my experience in ordinary lessons. The class I chose, the seventh grade, was a mixture of different learning preferences including students who needed charts and demonstrations or other visual aids as well as those who preferred listening and those who most of all needed some physical activity included in the language learning. So, watching them, I could get a view on different types of learners responding to all included teaching/learning approaches. Compared to them the sixth grade, based on my opinion, due to the fact that they were the sport class, was more homogeneous group as regards their learning preferences.

Deciding about the project topics

As I chose a class with no previous project work experience I wanted to choose projects that would interest them, topics that they would be familiar with and therefore able and willing to speak about, as well as topics that relate to the language taught in their ordinary English classes, provided by their textbooks.

At the very beginning of the whole process I decided to use some “project warm-ups”, short project-like or task based activities, in teams to give students the opportunity to communicate and cooperate, or at least to try. The topics of those

warm-ups were usually based on topics from the book so as to be easy to incorporate into ordinary classes. One topic was, for example, – based on the "My house" unit in the textbook the "House of my dreams". Students had to draw and describe a house which they would like to live in, in pairs or small groups (see app. 3). Another topic was then "Our life in year 2121" based on future-and-prediction-focused unit.

For the "project-only" project I decided to choose a general topic "Our hobby," I was looking for a topic about which everybody would have something to say. Students in teams of four or five people were to prepare a poster and a presentation of an interest or hobby they have in common. This time the teams were divided according to students' hobbies, so it was not only up to them to decide whom to work with.

For the final project process I had to choose another subject to combine with English. I decided to choose Geography and the topic of "English Speaking Countries" ensuring however beforehand that the students have not covered this topic in their ordinary Geography classes yet and so there will be some information for them to look for and learn.

It is obvious that, regardless of the suggestions in the methodology part, I chose all the topics myself without discussing them with my students. What I discussed with them was whether we will include the projects into the English course or not.

5.2 During the Project

5.2.1 The First stage – "Our Hobby"

After some "warm-up projects" students were introduced to their first "real" project work. The work was planned for four weeks all together divided into the following steps:

1st lesson – Setting and planning the project

- **Team division** – before giving the students any information about what they would be doing, they were asked to write their hobbies on a piece of paper; I collected the papers and divided students into working teams of four or five people according to their hobbies.
- **Introduction of the project** – students were introduced to the project – the general topic. They had to choose their own topic within the range of "Our hobby", and the aim of the project – make a poster on their topic and prepare a short (5 min) presentation. The only condition was that they all had to contribute to both parts – poster making and presentation.
- **Choosing the topics** – the next step for the students was to decide in the teams which hobby/interest they have in common and so what topic they are going to work on.
- **Example project** – students were introduced to one example project (Climbing) – a poster and short presentation based on it to show them what they are expected to perform at the end.
- **Work planning** – the last part of this lesson was for students to decide on their working steps. What they are going to do and in what order. The result of this step was a written work plan.

Comments on the first lesson

This whole project, even though not purposefully computer-assisted was meant to be accomplished with using computers and the Internet as a means of

getting the necessary information. That was also the reason why I took students into a computer classroom for this lesson. They could use the Internet to see what information or sources of information about their topic can be found there. I also used computer for the example project presentation.

The presence of computers in the lesson divided the class into two groups – one willing to start working on their task (project) immediately, the second willing to have fun on computers not doing anything in connection with their tasks or even with school.

Apart from this one, another problem, maintaining discipline, also occurred in the lesson when I presented the example project. At first I divided the class into teams and let them discuss the topics. After they made their choice they wanted to start working immediately (or at least part of them) while I wanted them to focus on my presentation. Probably I should have first shown them the presentation and then let the teams decide about their topics and start working.

What really surprised me and pleased me as well, was that at the beginning, during the team division that part of the students those who usually complained about everything was content with the resulting teams. What is more, they accepted without any comments that they would have to work (in some cases) with people I was aware they did not always get on well with. And even in the following discussion and topic decision communication did not seem to be a problem at all.

2nd lesson – working on the projects

- **Task revision** – a short time at the beginning was devoted to the revision of the previous lesson and the project; reminding the students of their task and their parts
- **Teamwork** – the rest of the lesson teams spent working on their posters and presentations. Some material (sheets of papers) they were given, the rest they had to bring themselves (colour pencils, pictures, glues ..., depending on the type of posters they chose) and they were provided with computers (means of information) and dictionaries. In this part, my role

was to mentor teams' work, help, suggest, counsel, help with translation and, if necessary, deal with discipline problems.

- **Revision** – the last couple of minutes we spent reviewing the work teams have done during the lessons and setting the two-week homework to complete the poster and prepare the presentation. Again we stressed that the presentation should be maximum five minutes long and that all the team members have to be involved.

Comments on the second lesson

Just as much as it was obvious during the first lesson some students were again not as much interested in project work or teams as they were in having fun on computers. Although this problem occurred again in this lesson, it was probably the only one that caused some problems in a couple of the teams. Although I was pleased during the first lesson with the tolerance of team members, willingness and unwillingness to work on their projects split up some teams by now.

Problems with communication occurred and some students started to refuse to work with some others. In those cases I talked with those teams and motivated those less motivated by finding some bits in the work interesting for them. Quite surprisingly my methods worked and many of the "rebels" got back to work. These students were mainly those with whom I also had problems in ordinary lessons and that is why I was surprised how "easily" they gave up this time.

Finish work period

Students were given two weeks to finish their task that is to finish their posters and presentations. As they ended their work, they stuck their posters on the wall in the classroom so that everybody could see what topic they chose and what their presentation would be about. What I did not ask them to bring and later it proved to be a mistake was their written presentation.

During those two weeks students were reminded of their task and each lesson there were five minutes at the end of each lesson devoted to questions and problems students may have encountered during their project. And they used this

opportunity quite frequently which gave me the impression that they were still working on their projects, perfecting them.

3rd and 4th lessons – Presentations

Two lessons were devoted to the presentations of the projects. The idea was that they would use their poster as a tool for it. Unfortunately, however, I did not realize the necessity to explicitly tell them explicitly to do so, therefore some of the teams did and some did not use their posters.

Another problem was, as I expressed above, that students were not asked to prepare a written presentation so many of them simply read the text from their poster instead of doing "a presentation". In contrast to that, if kept short, the students forming the audience were interested and motivated to listen to the presentation and report what they have heard afterwards.

Maybe next time it would be wise to first repeat the example presentation, so they would be reminded of what it should look like and then ask the students to do theirs. For examples of presentations see app. 4.

5th lesson – feedback

Not a whole lesson was devoted to feedback. Students were first given feedback sheets in which they were asked to comment on the project, its stages and procedures and afterwards they could express their ideas and comments orally in the classroom which they, except for one or two, did not. For examples of completed feedback sheets see app. 5.

5.2.2 Second stage – Computer terminology and operation skills

There were two steps in this stage

- **Terminology** – Based on the British Council topic based lesson on computers from Learn English Kids website[12]. There were only some activities used – mainly from the worksheets.

[12] www.britishcouncil.org/kids-topics-computers.htm

- **TPR Dictation** – Students followed instructions working on their computers. E.g. "Create a new folder on the desktop and name it PROJECT.", "Write seven English words into a file called words.doc and save it in the folder PROJECT."

Comments on Computer terminology and operation skills lesson

The terminology part was more or less a revision for the students as the majority of the words mentioned they already knew from their ICT lessons as they were the same as or very similar to their Czech equivalents. Dictation was a little bit more difficult, though a lot more motivating and students also enjoyed it. Even though students worked in pairs there sometimes were some misunderstandings or problem with understanding. In those cases, I demonstrated the activity using a projector so that everybody could see it and then later I re-instructed students using the same words, sometimes in a different context, again later.

5.2.3 Third stage – "English Speaking Countries"

Although this part was the main one, its stages were more or less the same as with the previous "Our Hobby" project. The difference was that the whole project was based on websites designed especially for this project (app. 6). So the students were given the information online to access any time during their work. Well that was the intention. Reality differed in the fact at the time of carrying the project out, the school was cut off from internet access for some time around a week so slides and printed-out papers were used instead.

The whole process was planned for five lessons again although this time, since the aim was to produce an electronic poster (*.pdf format), the overall time was two weeks shorter.

1st lesson – Presentation, setting and planning the project

- **Revision** – in this part the whole class brainstormed and revised all knowledge learnt so far and their skills about project work, teamwork and

computer operation. In other words they were asked to recall the “Our Hobby” project.

- **English speaking countries brainstorming** – students were asked to write as many English speaking countries as they could think of. Then they compared their lists with each other and the Internet
- **Team division** – this time the team division was according to English speaking country of preference.
- **Website introduction** – as the school was cut off from the Internet at the time of this project, the websites were introduced as a slide show and for the students they were printed out. They learnt which websites to use, where to gather information and also how to process them. During the presentation students also learnt about their task. The task was more or less the same as with the “Our Hobby” project only this time the whole work was done electronically, by means of the computer. So the outcome was not a paper poster but an electronic, *.pdf one.

Comments on the first lesson

As this was already the second project for the class, students knew what to expect, there were students who were keen to do another project and also there were students who did not want to do anything. This in particular was shown by the stage of dividing into teams when some students chose the country according to their interests and some according to their friends, so they could at least be in a team where their friend was. This time I let the students to be in control of the team division.

Fortunately there were not so many discontent students and so their peers motivated them quite quickly and I did not have to interfere. I must admit that the motivation in general was higher, or maybe a better word would be different than it was with the first project, quite certainly it was due to the fact that the students already knew what to expect and so those in favour of projects (and those were the majority of them) were able to “work up” the rest. Although I was quite afraid

of students' motivation because of the approaching end of the school year, it turned out to be less of a problem than I imagined.

2nd lesson – working on the projects

- **Task revision** – again we devoted short time at the beginning to revise the task and ways to complete it.
- **Teamwork** – working on the projects in teams, my role was to monitor counsel, give suggestions, and help with translations
- **Revision** – this part, the last five minutes, was used to revise the whole lesson's work, to see how much did the teams manage to do

Comments on the second lesson

Was I only lucky or it really works? This lesson went better beyond expectations. Problems that occurred during the "Our Hobby" project seemed to be gone; all the teams were working on their tasks, what is more, apparently all the team members were working, which was really something I would have never expected. From time to time there were some voices that suggested doing something "more fun" but they were quickly calmed down by their peers.

The last stage even showed that we will not need as much time as planned for the project because the teams worked far more quickly than during the first project.

So I decided to have one more lesson on the poster preparation (instead the two originally planned) and even that was way too much time and I had to have extra work prepared for those quicker ones.

3rd lesson – Presentations and Feedback

Due to the approaching end of the school year and my insufficient information in terms of every year end-of-year activities of the school I finally had to shorten the time even more than I originally intended to, so only one lesson was left for presentation and feedback in the end. Therefore I hade to change my plans and the resulting final lesson had the following procedure:

- **Presentations** – due to the lack of time students/teams were asked to present the country they worked on and prepared the poster about on a voluntary basis. The posters were projected on the wall and students (this time not necessarily the whole team) presented their country.
- **Feedback** – the last ten minutes were devoted to short and, again, voluntarily feedback.

Comments on the last lesson

Finding out about school's plans for the rest of the school year right before this lesson, I had a very short time to improvise, however the result was far better than I could expect under such circumstances.

The voluntary nature of the whole lesson motivated students so much that all the shyness and anonymity seeking of teenagers was gone. What helped was probably the use of multimedia in this case projector and laser pointer which students used and enjoyed very much.

The best part, even though it was the shortest, was the feedback, or at least it was for me. I had prepared feedback sheets again but not for this lesson, but for the following one. Knowing that I quite certainly may be not able to use them and that I have to finish the whole project this lesson, I dared to risk oral feedback. Thanks to the open atmosphere during the lesson, it showed to be a good choice. The feedback was in general positive though some negative things were mentioned as well, which I appreciated even more, knowing how difficult it might be for the particular person to present them in front of the whole class.

5.3 Conclusion of the Project

This whole project with its sub-projects was designed to prove the hypothesis that if properly integrated, computer-assisted project work can increase the learner's autonomy and help them to transfer to the cross-curricular teaching/learning approach, part of the Framework Education Programme.

The beginning was prepared only to get the students ready for individual or group self-led work, to give them the experience of teamwork and cooperation and therefore a need for communication. The first full-scale project, "Our Hobby", was then designed to provide the students with project work experience and also test if they are able to deal with the responsibility of their own work and learning process. During this project, students gathered and processed the information from the Internet as well as their own life, their own experience and experiences. The third part, the final, "English Speaking Countries" project, was designed to combine all mentioned and previously practiced approaches: project work, computer-assisted and cross-curricular teaching/learning as well as skills that students learn alongside: teamwork skills, communication, cooperation, and computer operation. In this project, students were putting together information from one subject (Geography) by the means of computers and the English language.

By the time students were doing the second project, they were already aware of teamwork principles and ways and so they were able to sort out possible problems in communication, cooperation or discipline in their teams by themselves as they had already experienced similar situations during the first project. Therefore the teacher could focus only on monitoring, helping, counselling and other roles and so be more of a help for students in completing their tasks.

6. CONCLUSION

Based on the theoretical and methodological analysis of the project work, and the cross-curricular teaching/learning approach together with the role of computers in EFL teaching/learning and the kinds of learners and learner preferences it was claimed in the hypothesis that, if properly integrated, the computer-assisted project work can increase the learner's autonomy and so help the learner in transfer to a cross-curricular teaching approach. The projects carried out during my teaching practice and described in the Project part were used as a test case for this hypothesis. The final project was designed as "a smaller version" of a possible cross-curricular subject, just as these are suggested by the Framework Education Programme for Basic Education, the new education approach of the Czech Education system.

The intention of the whole thesis was to find out whether computers the desired influence on the learner's autonomy in the project work and in EFL teaching/learning in general. As, by the means of computers more media can be used for presenting one particular piece of information, theoretically more learners with different learning preferences can be addressed this way at the same time. Project work then adds the aspect of self-led work (learning) and responsibility for the results as well as, when done in teams, of cooperation and communication. In contrast, cross-curricular teaching/learning approach as described in the FEP has its main intention to provide the learning of the relationships between individual school subjects and their interrelatedness with students' everyday lives. The main presumption of this approach is that the students are able to look for and find those relationships and interconnections. For that, however, it is better if the students already are, up to some extent, able to work and learn autonomously and to take control and responsibility for their own work and thus the focus can be placed more on the learning outcome. So when we put all the positives of computer-assisted project work and all the needs of the cross-curricular teaching/learning approach together it leads us to the conclusion on which my hypothesis is based that computer-assisted project work is beneficial

for the cross-curricular teaching/learning approach regarding the learner's autonomy.

The Project part then was designed, if possible, to support my hypothesis. Before I could lead my students through the main cross-curricular computer-assisted project I had to check or pre-teach them certain skills, such as computer operation, teamwork – cooperation and communication, etc. Also I had to introduce them to the project work approach and let them experience it as they claimed not have any previous experience with project work at all, which their work also proved.

The final project unveiled many things. First of all it proved that when the students were presented with the same structure of work again, even though the content of the work was different it was easier for them to complete the task as they did not need to ask as many questions as the first time. Of course, there is the question whether the situation would be the same if the projects would be done with a longer time period between them as these two were done only with around a months' time between them. Also, being already experienced with working in teams there was no problem for the students to communicate and cooperate and even to sort out some problems relating to teamwork by themselves. The computers' role in the whole project was not only as a source of information but also as the means of processing them and the motivation. And as the students got excited even when they learnt that the next lesson will be in the computer classroom even though they knew it will be another project, the motivational aspect of the computers I could not doubt. Similarly, the students were willing to work on their own in teams and call the teacher only when there was something they could not work out themselves.

Based on my personal experience from the Project and the way my students responded to it, proven by their work and the feedback, I conclude that the Project, especially the final one, proved that when the students were prepared – pre-taught, with previous experience, and they knew what their task is and also had some idea how to achieve it – they were able to work autonomously without the teacher's intervention. That is, computer-assisted project work led to or helped

their autonomy which they could utilize in the cross-curricular computer-assisted English project work.

There is still one thing that could be questioned and that is the phrase “properly integrated” in my hypothesis. How could we define “properly integrated” computer-assisted project work? How or when? As for my thesis project, I decided to integrate the project work into the EFL classes once I got familiar with my students, when I could say I knew something about them and could assume that they also knew something about me. I cannot judge whether there would have been a difference if I integrated the project work earlier of not. There was another beneficial outcome of the whole “project experience” and it was my relationship with the students. As I mentioned before, the class I chose was one with problematic behaviour and therefore many lessons were more about calming the students down and dealing with disruptive behaviour than about English learning and teaching. After the first project, however, our relationship changed and the model of the lessons was more often vice versa. So I would like to know if integrating the projects earlier in the school year would bring the same benefit. Unfortunately, the answer to this question I will have to leave for my future teaching practice. As for the last school year I hope, I chose the best possible time to integrate project work into the EFL classes.

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APPENDICES

APPENDIX 1

FRAMEWORK EDUCATION PROGRAMME FOR BASIC EDUCATION

(from: http://www.msmt.cz/modules/marwel/index.php?rewrite=vzdelavani%2Fframework-education-programme-for-basic-education&lred=1)

KEY COMPETENCIES	
Learning competencies	
By the end of his or her basic education, the pupil:	selects and uses suitable procedures, methods and strategies for efficient learning; plans, organizes and manages his or her own learning process; is willing to devote his or her time and efforts to additional study and life-long learning;
	searches for and sorts out pieces of information, and based on their understanding, interlinking and systemization, uses them efficiently within the learning process in, creative activities and practical life;
	works with commonly used terms, signs and symbols; interlinks things with respect to their context; sets knowledge from different educational areas within a wider context, and based on this, forms a comprehensive view of mathematical, scientific, social and cultural phenomena;
	makes independent observations and experiments; compares the pieces of knowledge so gained, assesses them critically and draws conclusions from them for future use;
	recognizes the meaning and goal of learning; has a positive attitude towards learning; assesses his or her own progress and identifies obstacles or problems hindering his or her learning progress; makes plans as to how to improve his or her learning; makes a critical assessment of his or her own learning results and discusses them.
Problem-solving competencies	
By the end of his or her basic education, the pupil:	perceives the most diverse problem situations in school and out of school; recognizes and understands problems; considers discrepancies and their causes; considers and plans ways to address/solve problems based on his or her own reasoning and experience;
	seeks for information suitable for solving problems; identifies identical, similar and different features of pieces of information; makes use of acquired knowledge to discover/identify various ways to solve problems; is not discouraged by any failure and persistently seeks the best solution to the problem;
	addresses problems independently; chooses suitable ways to solve problems; uses logical, mathematical and empirical methods to address/solve problems;
	tests practically the adequacy of approaches to problem solving and applies proven methods when addressing similar or new problems; monitors his or her own progress in tackling problems;
	thinks critically; makes judicious decisions and is able to defend them; is aware of the responsibility for his or her own decisions; evaluates the outcomes of his or her decisions.
Communication competencies	
By the end of his or her basic education, the pupil:	formulates and expresses his or her ideas and opinions in a logical sequence; his or her oral or written expression is apt, coherent and cultivated;

	listens to what other people are saying; understands and responds adequately; takes an efficient part in debates; defends his or her opinion and uses appropriate arguments;
	comprehends various types of text, record, visual material, commonly used gestures, sounds and other information and means of communication, considers them, responds to them and makes creative use of them for his or her own development and engagement in social contacts;
	uses information and means of communication and technologies for high-quality efficient communication with the outside world;
	uses his or her acquired communication skills to create relations that are needed when living together with other people and for high-level cooperation with other people.
Social and personal competencies	
By the end of his or her basic education, the pupil:	cooperates efficiently with other members of his or her group; participates − together with teachers − in setting up the rules of team work; helps teamwork to succeed based on recognising and accepting new roles in activities;
	contributes to the creation of a friendly atmosphere in the team; contributes to a strengthening of interpersonal relations based on his or her consideration for others and respect for others; offers help or asks for help when needed;
	contributes to discussions within a small group as well as to debate in the classroom; understands the need to efficiently cooperate with others when addressing a task; appreciates experience acquired by others; respects different opinions and learns from what other people think, say and do;
	thinks of himself or herself in a positive way, thereby promoting his or her self-confidence and individual development; controls his or her behaviour so as to achieve a feeling of self-satisfaction and self-respect.
Civil competencies	
By the end of his or her basic education, the pupil:	respects the beliefs of others; has respects for personal values of others; is able to empathize; opposes oppression and any rude behaviour; is aware of his or her obligation to stand up against any physical or psychological violence;
	understands the underlying basic principles of law and community standards; is aware of his or her rights and obligations in school and out of school;
	makes responsible decisions based on the actual situation; offers adequate efficient help when needed; acts responsibly in critical situations, including situations threatening the lives and/or health of others;
	respects, protects and appreciates national traditions and the country's cultural and historical heritage; has a positive attitude to works of art; has a sense of culture and creativity, gets actively involved in cultural and sporting activities;
	understands basic environmental issues and relationships; respects requirements for a good quality environment; in his or her decisions takes into account the need to support and protect the health and sustainable development of society.
Working competencies	
By the end of his or her basic education, the pupil:	is able to safely and efficiently work with materials, tools and equipment; in his or her activities, complies with guidelines and rules; meets his or her obligations and commitments; adapts to changed or new working conditions;
	takes into account, in addition to the aspects of quality of work, performance, cost, and importance for the community, the aspects of

	protection of his or her own health and the health of others, environmental protection and preservation of cultural and social values;
	uses his or her knowledge acquired in the various educational areas for the benefit of his or her own development and preparation for the future; makes well-founded decisions regarding his or her future studies and/or profession;
	has a notion of the basic activities needed to set up and implement a business plan; understands what it means to be an entrepreneur, what goals an entrepreneur pursues and which risks he or she faces.

APPENDIX 2

THE KEY TERMS

Education Framework Programme (EFP)

The Education Framework Programme (Rámcový vzdělávací program) is a new concept of the Czech educational system starting its history this school year. The main difference between the new FEP and the old centrally-issued curriculum is that the FEP states only the output of every stage in one's education, in other words what should be a school leaver capable of after finishing different school levels (primary/secondary). This output is expressed in so called Key competencies; they are learning, problem-solving, communication, social and personal, civil and working competencies (app. 1). The ways to achieve those competencies depend on each particular school and are stated in the so called School Education Programme (Školní vzdělávací program) – a document that each school itself issues (Jeřábek et al. 2007).

Projects/Project work

"Project work is the preparation and presentation of a project, either by and individual or (more usually) a group. A typical project might be producing a magazine of website out of an individually written article. Or it might be the scripting, rehearsal and performance – and even filming – of a sort play of puppet a show. Another project could involve the writing-up and presenting of the results of a survey that has been conducted with, for example, the users of the local airport. The rationality for project work is essentially the same as that for **task-based learning**. The difference between classroom tasks and projects is that the preparation of projects usually extends over more than one lesson. It may also involve doing some research outside the classroom. The final product can be presented in spoken form and illustrated with visual aids, as a poster, in magazine or book form, as a film or website, or any other combination of graphic and visual media. The teacher should monitor project work at all its stages: planning,

development and presentation, in order to ensure that learners are still ‘on-task’, and to discourage mere copying from other sources. The teacher can also ‘push’ learners to stretch their linguistic resources. One way of doing this is to insist that the learners present preliminary drafts in advance of the final product (- **writing**). Another is to establish evaluation criteria which include not only an assessment of the content and presentation of the project, but also an assessment of the learners’ use of English” (Thornby 2006; 183).

Multimedia

“Multimedia is any combination of text, art, sound, animation, and video delivered to your by computer or other electronic or digitally manipulated means” (Vaughan 2004; 1).

Computer Assisted Language Learning (CALL)

“CALL stands for Computer Assisted Language Learning. It is the term most commonly used by teachers and students to describe the use of computers as part of a language course. It does not refer to the use of a computer by a teacher to type out a worksheet, or by and educational institution to provide a computerized bill for a student for language course fees” (Hardisty, Windeat 1990; 5).

Cross-curricular teaching/learning approach

“Interdisciplinary/cross-curricular teaching involves a conscious effort to apply knowledge, principles, and/or values to more than one academic discipline simultaneously. The disciplines may be related through a central theme, issue, problem, process, topic, or experience” (Jacobs 1989).

Learner autonomy

“Autonomy is your [learner’s] capacity to take responsibility for, and control of, your own learning, either in and institutional context, or completely independent of a teacher of institution. It is also called *self-directed learning*, and it has been advocated as a way of addressing the fact that many – particularly adult – learners have individual **needs** and **learning styles** that are not always

easily accommodated in a classroom situation. Autonomous learning assumes that the learner has well-developed **learning strategies**, and the development of such strategies is the aim of **learner training**. Giving learners some say in the choice and management of classroom activities is a step in the direction of autonomy (**learner-centred instructions**). Making resources available for individualized learning, such as in a self-access centre, is another. Critics of the autonomy movement argue that the notion of *self-directed learning* is – form any learners – a contradiction in terms. If they were autonomous, they would not have enrolled for a language course in the first place. However, all learners will at some stage need to function independently of their teacher and classmates" (2006; 22).

Benson and Voller as quoted by Thanasoulas (2000) give an easier but sill appropriate definition:

> [T]he term autonomy has come to be used in at least five ways (see Benson & Voller, 1997:2):
> - for situations in which learners study entirely on their own;
> - for a set of skills which can be learned and applied in self-directed learning;
> - for an inborn capacity which is suppressed by institutional education;
> - for the exercise of learners' responsibility for their own learning;
> - for the right of learners to determine the direction of their own learning.

APPENDIX 3

TEAMWORK PRINCIPLES

(from http://vision.cg.catholic.edu.au/re/tno/strategies/cooperative_learning.htm)

These Principles are integral to authentic collaboration and underpin effective professional development.

POSITIVE INTERDEPENDENCE
"We sink or swim together"
Involve People
- Ask for ideas, opinions and suggestions
- Involve people in choices and decisions that affect them
- Help people to see the 'big picture'
- Negotiate tasks and procedures
- Develop team goals together

FACE TO FACE INTERACTIVE LEARNING
"Lets talk about it together"
Communicate
- Actively listen
- Develop and use a shared language
- Find creative ways of sharing information
- Explain why things are important
- Keep people informed - encourage people to keep themselves informed

INDIVIDUAL ACCOUNTABILITY
"We each do our fair share of work"
Shared Responsibility
- Use people's strengths to encourage task/role flexibility
- Empower by delegating responsibility
- Ensure that each individual is clear about their task/role and their contribution to the team

DEVELOPMENT OF INTERPERSONAL SKILLS
"We are not born cooperative"
Develop Teamwork Skills
- Interpersonal skills
- Problem-solving, mediation and conflict resolution
- Effective thinking and decision-making
- Positive, pro-active style of working

REFLECTION
"We need to monitor and process our experiences"
Give Recognition
- Encourage initiative, act on people's ideas
- Acknowledge contributions and achievements
- Accent the positives
- Give constructive feedback
- Encourage individual and team reflection/evaluation

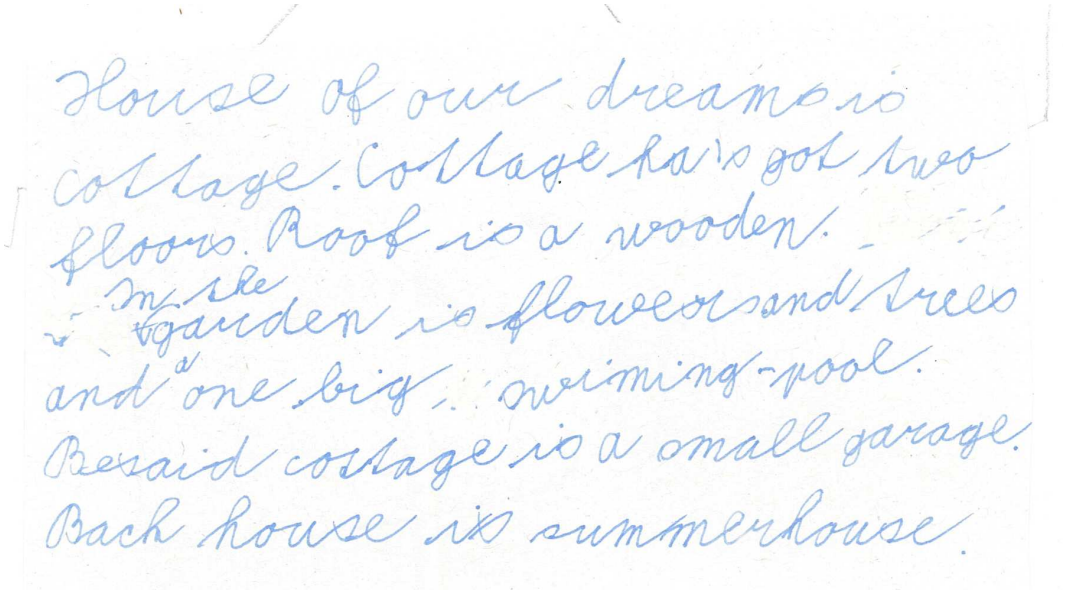
RECIPROCITY
"We need to be able to both give and receive"
Build Reciprocity
- Actively seek to learn from others
- Take the perspective of other people
- Can both give and receive support
- Develop genuine partnerships with others

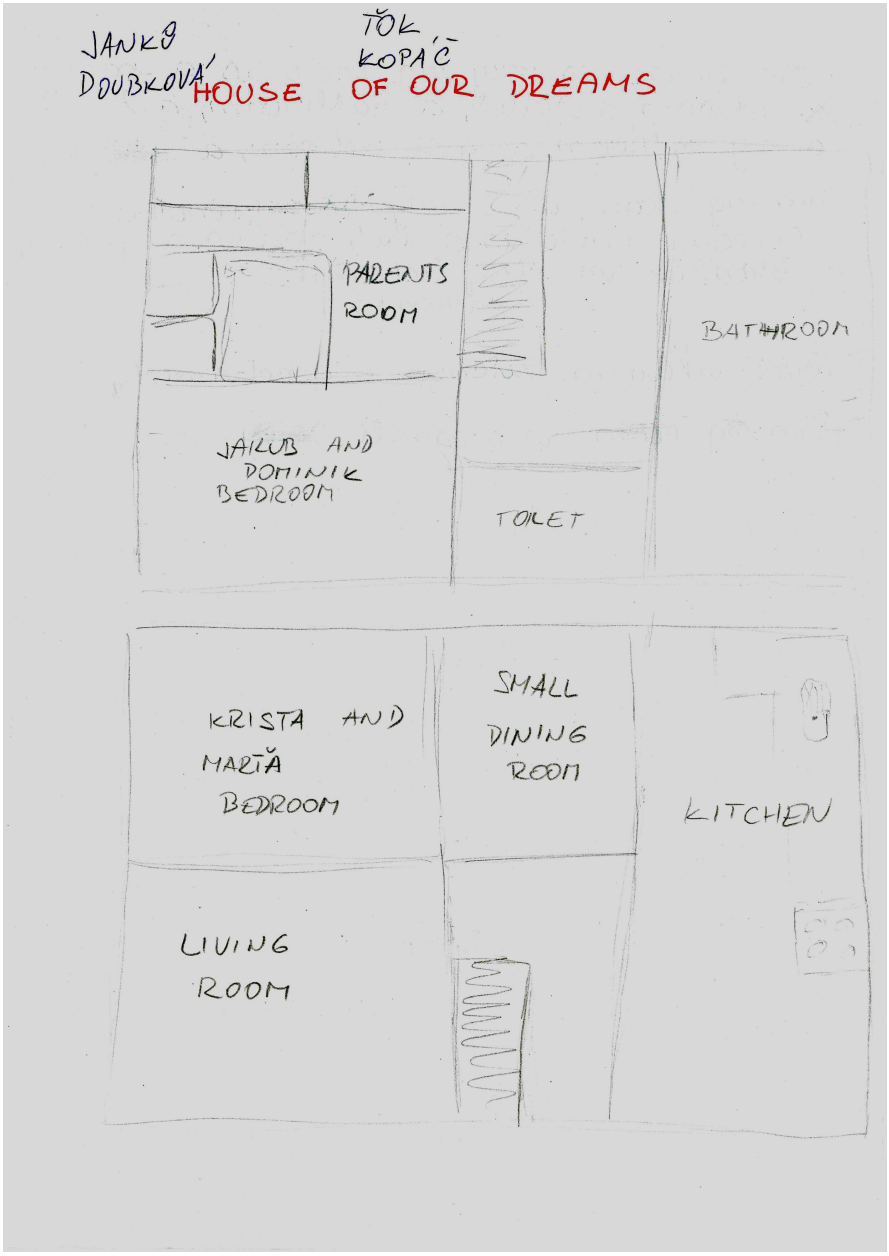
Taken from "All in a School's Work" – video & booklet package. Boyd & Dalton, 1993. T.E.C.S.S.A. (North) Initiative. Eleanor Curtain Pub Melbourne

APPENDIX 4

“THE HOUSE OF OUR DREAMS”

examples of students’ work





Our house is very big. There is a parents bedroom, a toilet, a bathroom, a kitchen, a boy bedroom, a girl bedroom, a ~~study~~ dining room, a living room and a staircase. There is a bed, shelves, a pillow, a blanket in the parents bedroom.

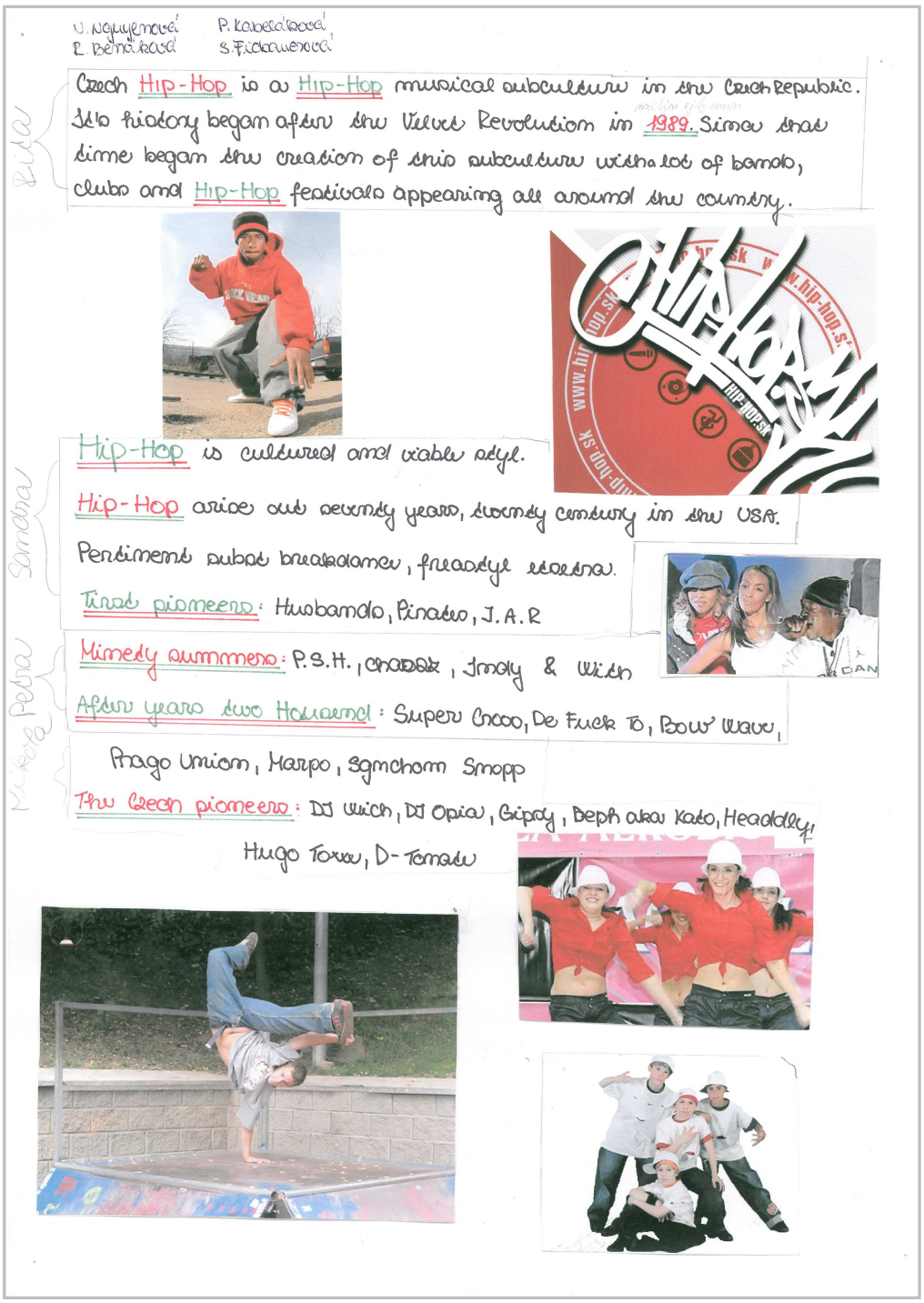
Toilet is a warm. Kitchen a good-sized.

Dining room is a small. ~~[illegible]~~

APPENDIX 5

"OUR HOBBY"

examples of students' work



Kateřina Prášková
Martina Doušková

HORSES

Jakub Sluka
Jakub Kopač

Good care-half Health

Basic health is good care, what be mad in none stable. About main is always care about horse and no about stable to with have horse good. Perhaps is it invisible, and today have very little people. He likes, when self about his person take care of. As a matter of fact is them with person horse in „symbiosa". Person with horse take care about food, horse working for person). Give each, with spelling, has our friendship horse make be again about something more happy.

So where as a matter of fact horse enjoy as good? Provided would it have draw, speak would, that is it:

- possibly have a little freedom.
- fellowship have human to horse.
- good care.









PICTURE HORSES

Czech republic

Breeding horses have in Czech country rich tradition. Develop in a similar way as in other state - under influence local economic-political conditions, with long-term specialization, on military need, transport and message service, ceremonial and only limited on agriculture.

Breeding horses

Breeding horses is very expensive how on time and on money. Horse that is to pay need huge care and mostly round as welle pair next horse, because is gregarious live animal. If pus want such beautiful horse buy do aristocrat. With sum more we as 100 000 – 350 000 crowns. Main pus horse don't is any! Because be is is fashionable!

VOCABULARY:

MARATHON- GROUND RIDE (TERÉNÍ JÍZDA)
FISH EYE- BLUE EYE (MODRÉ OKO)
MLEZIVO- FIRST MOTHERHOOD MILK (MATEŘSKÉ MLÉKO)
LOLLI - LUMP OF FEEDING SALT (KOSTKA KRMNÉ SOLI)
TACT- NUMBER STROKE (POČÍTÁNÍ ÚDERŮ)
SEAT- OBSESSIVE (POSEDLI)

KEY WORDS:

SNAFFLE- KROUŽKOVÉ UDIDLO HORN- SEDLOVÁ HRUŠKA
LOPE- KLIDNÝ, KRÁTKÝ CVAL FENDER- TŘMENOVÝ ŘEMEN
CINGH- PODBŘIŠNÍK HLEZNO- DŮLEŽITÝ KLOUB

History graffity

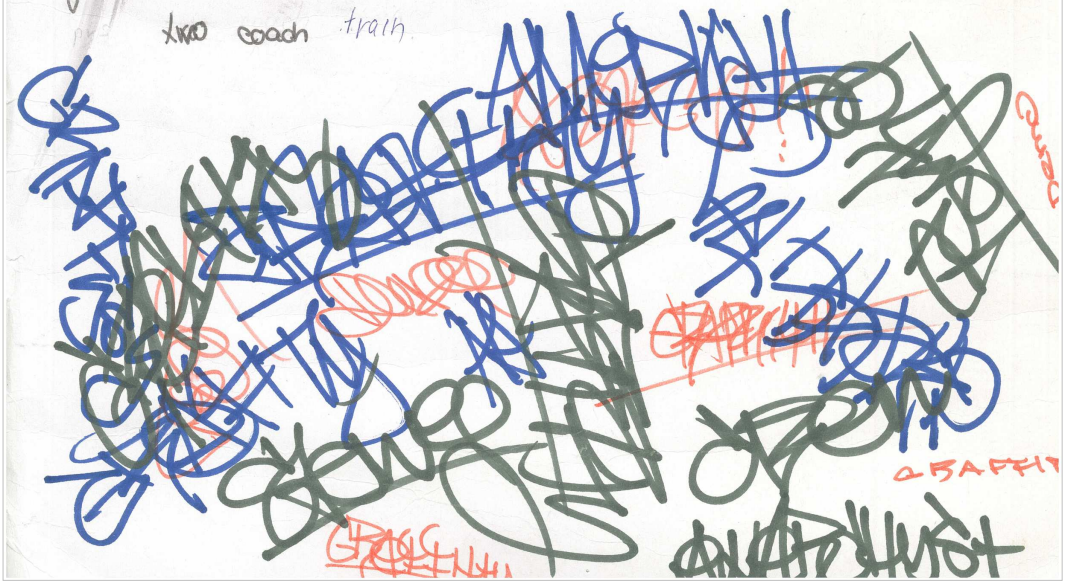
In Liberec graffity start group your name is DMW
They is sell vot 9 from half found Yes crew it started 200?
By last spaffity do in years 2005 In presents in Liberec graffity
ride in full flow.

Dener HiP - Hop

Graffity is discipline in Hip - Hop much chek_hoper do graffity
group north side write north

Dispencer

Dispencer start in amerikan in 1944 (year). Yeen Amerikan
grandfather graffity become with work of art FLINSTONES
two coach train



APPENDIX 6

“OUR HOBBY”

examples of feedback sheets

Hobbies – prezentace *(hodnocení práce)*

1) Pracoval/a jsem na prezentaci: Horses

2) Téma se mi:

líbilo **docela líbilo** **spíše líbilo** **moc nelíbilo** **nelíbilo**

Proč? Mám ráda koně a jsem a o našich jezdím

3) PŘÍPRAVA:

Při rozhodování o tématu jsem:

se zapojil/a do diskuze o výběru tématu	ano	ne
měl/a možnost vyjádřit svůj názor	ano	ne
byl/a „převálcován/a“ názorem ostatních	ano	ne
vadilo mi, že jsme nedělali jiné téma	ano	ne
pokud ano – radši bych pracoval/a na tématu: ________________		

4) REALIZACE (tvorba plakátu)

Při práci v počítačové učebně se všichni z našeho týmu aktivně zapojovali do práce	ano	ne
pokud ne – vadilo mi, že se někdo nezapojil	ano	ne
Při práci mimo vyučování se aktivně podíleli všichni z našeho týmu	ano	ne
Na plakátu je vidět práce nás všech	ano	ne

Text na plakátu je:

pouze naše autorská práce ____________

naše autorská práce inspirována internetem/knihami/… ____________

přepsaný text z internetu/knihy… s našimi úpravami ____________

pouze opsaný text z jiného zdroje (internet/kniha…) ____________

5) PREZENTACE

Nad způsobem prezentace jsme přemýšleli celý tým	ano	ne
Prezentace byla promyšlená dopředu	ano	ne
Prezentaci jsme si dopředu nacvičili	ano	ne
Při prezentaci jsem věděl/a co říkám, rozuměl/a jsem textu	ano	ne
Naše prezentace splnila očekávání (učitele, spolužáků,…)	ano	ne
Z naší prezentace se ostatní dozvěděli nové zajímavé informace nevím	ano	ne
S prezentací jsem spokojen/a, povedla se nám podle plánu	ano	ne

pokud ne – co bych změnil/a *(prosím buď konkrétní)*

____

____

____

6) ZHODNOCENÍ

Plakát i prezentace se nám (týmu) povedla, odvedli jsme maximum	ano	ne
Vidím mezery v našem výkonu	ano	ne
pokud ano – jaké? ________________		
Práce tohoto typu *(samostatná práce, tým, projekty, volba tématu, …)* se mi líbí	ano	ne
Chtěl/a bych se takových projektů účastnit častěji	ano	ne
pokud ano – líbilo by se mi téma: ________________		
Myslím si, že mi práce tohoto typu něco přinesla	ano	ne
pokud ano – co? *(prosím buď konkrétní)* ________________		
Práce s lidmi v mém týmu mi vyhovovala	ano	ne
pokud ne – změnil/a bych… ________________		

Podle čeho by se mělo vybírat do týmů? Skupinky ať si je udělají

Hobbies – prezentace *(hodnocení práce)*

1) Pracoval/a jsem na prezentaci: HIP HOT

2) Téma se mi:

líbilo **docela líbilo** **spíše líbilo** **moc nelíbilo** **nelíbilo**

Proč? nebyla to tak špatný

3) PŘÍPRAVA:

Při rozhodování o tématu jsem:

se zapojil/a do diskuze o výběru tématu	ano	ne
měl/a možnost vyjádřit svůj názor	ano	ne
byl/a „převálcován/a" názorem ostatních	ano	ne
vadilo mi, že jsme nedělali jiné téma	ano	ne
pokud ano – radši bych pracoval/a na tématu:		

4) REALIZACE (tvorba plakátu)

Při práci v počítačové učebně se všichni z našeho týmu aktivně zapojovali do práce	ano	ne
pokud ne – vadilo mi, že se někdo nezapojil	ano	ne
Při práci mimo vyučování se aktivně podíleli všichni z našeho týmu	ano	ne
Na plakátu je vidět práce nás všech	ano	ne

Text na plakátu je:

pouze naše autorská práce	ano
naše autorská práce inspirována internetem/knihami/…	ano
přepsaný text z internetu/knihy… s našimi úpravami	ano
pouze opsaný text z jiného zdroje (internet/kniha…)	ne

5) PREZENTACE

Nad způsobem prezentace jsme přemýšleli celý tým	ano	ne
Prezentace byla promyšlená dopředu	ano	ne
Prezentaci jsme si dopředu nacvičili	ano	ne
Při prezentaci jsem věděl/a co říkám, rozuměl/a jsem textu	ano	ne
Naše prezentace splnila očekávání (učitele, spolužáků,…)	ano	ne
Z naší prezentace se ostatní dozvěděli nové zajímavé informace	ano	ne
S prezentací jsem spokojen/a, povedla se nám podle plánu	ano	ne

pokud ne – co bych změnil/a *(prosím buď konkrétní)*

6) ZHODNOCENÍ

Plakát i prezentace se nám (týmu) povedla, odvedli jsme maximum	ano	ne
Vidím mezery v našem výkonu	ano	ne
pokud ano – jaké?		
Práce tohoto typu *(samostatná práce, tým, projekty, volba tématu, …)* se mi líbí	ano	ne
Chtěl/a bych se takových projektů účastnit častěji	ano	ne
pokud ano – líbilo by se mi téma:		
Myslím si, že mi práce tohoto typu něco přinesla	ano	ne
pokud ano – co? *(prosím buď konkrétní)*		
Práce s lidmi v mém týmu mi vyhovovala	ano	ne
pokud ne – změnil/a bych…		

Podle čeho by se mělo vybírat do týmů? podle zájmu kdo

Hobbies – prezentace *(hodnocení práce)*

1) Pracoval/a jsem na prezentaci: GRAFITTI

2) Téma se mi:

líbilo **docela líbilo** **spíše líbilo** **moc nelíbilo** **nelíbilo**

Proč? mám kreslím

3) PŘÍPRAVA:

Při rozhodování o tématu jsem:

se zapojil/a do diskuze o výběru tématu	**ano**	**ne**
měl/a možnost vyjádřit svůj názor	**ano**	**ne**
byl/a „převálcován/a" názorem ostatních	**ano**	**ne**
vadilo mi, že jsme nedělali jiné téma	**ano**	**ne**
pokud ano – radši bych pracoval/a na tématu:		

4) REALIZACE (tvorba plakátu)

Při práci v počítačové učebně se všichni z našeho týmu aktivně zapojovali do práce	**ano**	**ne**
pokud ne – vadilo mi, že se někdo nezapojil	**ano**	**ne**
Při práci mimo vyučování se aktivně podíleli všichni z našeho týmu	**ano**	**ne**
Na plakátu je vidět práce nás všech	**ano**	**ne**

Text na plakátu je:

- pouze naše autorská práce ano
- naše autorská práce inspirována internetem/knihami/…
- přepsaný text z internetu/knihy… s našimi úpravami
- pouze opsaný text z jiného zdroje (internet/kniha…)

5) PREZENTACE

Nad způsobem prezentace jsme přemýšleli celý tým	**ano**	**ne**
Prezentace byla promyšlená dopředu	**ano**	**ne**
Prezentaci jsme si dopředu nacvičili	**ano**	**ne**
Při prezentaci jsem věděl/a co říkám, rozuměl/a jsem textu	**ano**	**ne**
Naše prezentace splnila očekávání (učitele, spolužáků,…)	**ano**	**ne**
Z naší prezentace se ostatní dozvěděli nové zajímavé informace	**ano**	**ne**
S prezentací jsem spokojen/a, povedla se nám podle plánu	**ano**	**ne**

pokud ne – co bych změnil/a *(prosím buď konkrétní)*

6) ZHODNOCENÍ

Plakát i prezentace se nám (týmu) povedla, odvedli jsme maximum	**ano**	**ne**
Vidím mezery v našem výkonu	**ano**	**ne**
pokud ano – jaké? nulle		
Práce tohoto typu *(samostatná práce, tým, projekty, volba tématu, …)* se mi líbí	**ano**	**ne**
Chtěl/a bych se takových projektů účastnit častěji	**ano**	**ne**
pokud ano – líbilo by se mi téma: kreslím		
Myslím si, že mi práce tohoto typu něco přinesla	**ano**	**ne**
pokud ano – co? *(prosím buď konkrétní)*		
Práce s lidmi v mém týmu mi vyhovovala	**ano**	**ne**
pokud ne – změnil/a bych…		

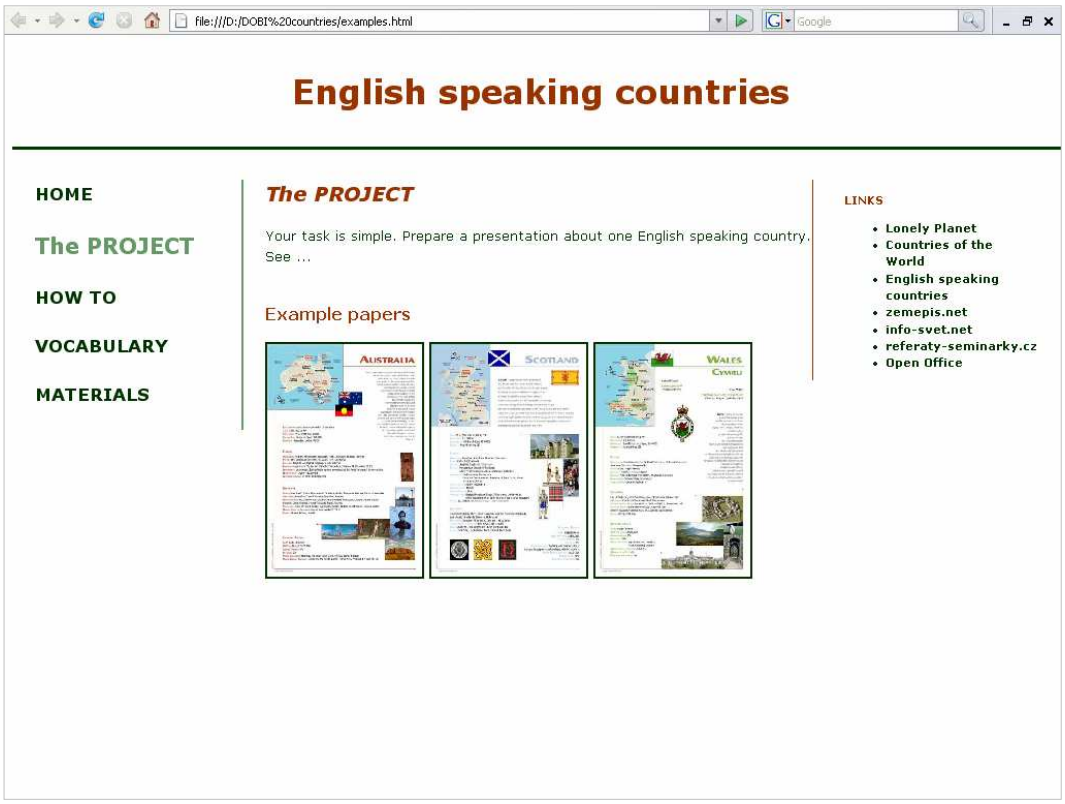
Podle čeho by se mělo vybírat do týmů? losovat

APPENDIX 7

"ENGLISH SPEAKING COUNTRIES"

web pages


file:///D:/DOBI%20countries/project.html
English speaking countries
HOME
The PROJECT
HOW TO
VOCABULARY
MATERIALS
The PROJECT
Your task is simple. Prepare a presentation about one English speaking country. All you have to do is ...
1.
choose one English speaking country (ask your teacher for help)
2.
find basic information about that country
3.
complete an A4 paper about that country (flag, text, pictures, map, ...)
for ideas see ... Example papers
4.
be ready to talk about the country for 5 minutes
5.
be ready to answer questions about your country
LINKS
Lonely Planet
Countries of the World
English speaking countries
zemepis.net
info-svet.net
referaty-seminarky.cz
Open Office


file:///D:/DOBI%20countries/examples.html
English speaking countries
HOME
The PROJECT
HOW TO
VOCABULARY
MATERIALS
The PROJECT
Your task is simple. Prepare a presentation about one English speaking country. See ...
Example papers
AUSTRALIA
SCOTLAND
WALES
CYMRU
LINKS
Lonely Planet
Countries of the World
English speaking countries
zemepis.net
info-svet.net
referaty-seminarky.cz
Open Office

APPENDIX 8

"ENGLISH SPEAKING COUNTRIES"

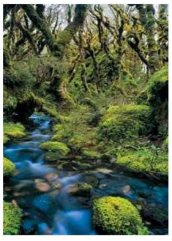
examples of students' work

Maori name:	Aotearoaan (= land of the white cloud)
Capital:	Wellington
Size:	270,534 km²
Population:	3.5 million
Borders:	no direct borders; surrounded by sea (South Pacific)
Currency:	New Zealand Dollar
Official languages:	English, Maori
Nationality/People:	A person of *New Zealand* nationality is a *New Zealander*.
Local time:	00:55 NZST (Saturday, 10th May 2008)

NEW ZEALAND

New Zealand is a country of
seismic beauty: glacial mountains,
fast-flowing rivers, deep, clear lakes,
hissing eysers and boiling mud.
There are also abundant native forests,
long, deserted beaches and a variety of fauna,
such as the kiwi, endemic to its shores.

New Zealand, about 1,250 mi (2,012 km) southeast of Australia, consists of two main islands and a number of smaller outlying islands so scattered that they range from the tropical to the antarctic. The country is the size of Colorado. New Zealand's two main components are **the North Island** and **the South Island**, separated by **Cook Strait**. The North Island (44,281 sq mi; 115,777 sq km) is 515 mi (829 km) long and volcanic in its south-central part. This area contains many hot springs and beautiful geysers. South Island (58,093 sq mi; 151,215 sq km) has **the Southern Alps** along its west coast, with **Mount Cook** (12,316 ft; 3754 m) the highest point. Other inhabited islands include **Stewart Island**, **the Chatham Islands**, **and Great Barrier Island**. The largest of the uninhabited outlying islands are **the Auckland Islands** (234 sq mi; 606 sq km), **Campbell Island** (44 sq mi; 114 sq km), **the Antipodes Islands** (24 sq mi; 62 sq km), and **the Kermadec Islands** (13 sq mi; 34 sq km).



JAMAICA

Official name:	Jamaica
Capital:	Kingston
Size:	10,991 km²
Population:	2.5 million
Borders:	no direct borders; surrounded by the Carribean Sea in the Atlantic Ocean
Currency:	Jamaican Dollar
Official language:	English
Nationality / People:	A person of *Jamaican* nationality is a *Jamaican.*
Local time:	07:02 EST (Friday, 9th May 2008)

The state was a British colony until 1962 and is now an independent nation within the Commonwealth. Jamaica (Xaymaca) is the original indigenous name of the island. For some time, however, it was also known as Santiago - that's how Columbus named the island when he discovered it in 1494.